

The University of Chicago

VALUES DISCOVERED IN
THE SUPERVISION OF COLLEGE AND
UNIVERSITY STUDENT LEADERS
IN RELIGIOUS EDUCATION

A DISSERTATION SUBMITTED TO THE
FACULTY OF THE DIVINITY SCHOOL IN
CANDIDACY FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY

1934

By
GEORGE VOIERS MOORE

Private Edition, Distributed by
THE UNIVERSITY OF CHICAGO LIBRARIES
CHICAGO, ILLINOIS

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INTRODUCTION

Problem

The purpose of this study is to discover the values in supervision of student leaders in religious education. College and university students often serve in leadership positions in local churches, and this experience is regarded as a vital part of their training. Is it important that their leadership activities be supervised? If student leaders profit by having a counselor or supervisor, in what respects do they profit? Should the college or university maintain a close contact with the students who are leaders in various capacities in local churches? What are the values to be derived from a planned program of supervision of student leaders?

Limits

The facts in this study were learned by a personal supervision of twenty-six student leaders over a period of three years. Of this number thirteen were graduate students at the Divinity School of the University of Chicago, where the writer held the position of Supervising Fellow during his graduate work. Five were graduate students at the College of the Bible, Lexington, Kentucky, where the writer is now engaged as professor of religious education. Eight were undergraduate students at Transylvania College. Of the twenty-six student leaders, ten were men and sixteen were women.

Method

The task of the supervisor, both in Chicago and Lexington,

included, (1) securing the cooperation of churches and the formulation of a working relationship between the university or college and the churches; (2) the selection of students for positions of leadership in the churches, and the relating of them to their specific responsibilities; (3) the observation of the various types of work done by the student leaders; (4) counseling with them relative to the solution of problems and the improvement of the processes under way; and (5) during the whole study a critical examination of the processes involved in supervision.

In carrying on the program of supervision and in making a study of it, the following techniques and methods of supervisory procedure were used: (1) life history written by student leaders; (2) observation schedules; (3) individual conferences of supervisor with student leaders; (4) group conferences of supervisor and student leaders; (5) problem analysis; (6) time analysis; (7) stenographic records; (8) reports of student leaders to supervisor; (9) reports of church leaders to supervisor relative to student leaders.

Literature

During the last decade public school education has placed increasing stress upon the importance of supervision. A growing literature, presenting discussions of principles and research studies in the use of various techniques, reveals an increasing appreciation of the value of scientific supervision of the educational processes being carried on in the various grades. The selected bibliography, presented at the close of this study, points out some of the most significant contributions to the literature in this particular field of supervision.

In religious education there is to be noted an increasing interest in supervision or counseling. This is manifested by mag-

azine articles, chapters in books, monographs, and books. In conventions, conferences, leadership training schools, and in university courses in religious education increasing attention is being given to the consideration of a scientific program of supervision in the church schools. At present the only books in this field are the following:

- Chave, E. J., Supervision of Religious Education
Klyver, Faye H., Supervision of Student-Teachers in Religious Education
McKibben, F. M., Improving Religious Education Through Supervision

The pioneer research study in the field of supervision of student leaders in religious education is the one made by Klyver in 1925. This study discusses the nature of supervision, emphasizing cooperative supervision; sets forth the current practices of the supervision of student-teachers in religious education as revealed by a study of the catalogues of 311 colleges; and presents illustrations of supervisory practices, making use of supervisory work done at Teachers College, Columbia University. The conclusions arrived at in this study suggest that supervision is a feasible and fruitful plan of training student-teachers in religious education through their own field work; that cooperative supervision is one possible means of contributing better learning conditions for teacher, pupil, and supervisor; and that much further experimentation and research in various phases of the supervisory process should be carried on.

The books by Chave and McKibben reveal a further development and refinement of various supervisory techniques, and show how the processes of religious education in local church and community enterprises may be improved through supervision. These books appeared in 1931 and are being used in leadership education courses for the development of a better supervisory leadership in

local churches.

Conclusions

The chief values in supervision of student leaders, as discovered by this present study, are stated in the chapter headings and are discussed and illustrated in the bodies of the chapters. According to the findings of this study, supervision (1) assists student leaders in the discovery of themselves; (2) helps student leaders to adjust themselves to their fields of service; (3) provides for the observation, analysis, and improvement of leadership activities; (4) assists student leaders in the solution of specific problems; (5) reveals certain possibilities and limitations of the supervisory process; and (6) suggests related problems which need further investigation.

CHAPTER I

SUPERVISION ASSISTS STUDENT LEADERS IN THE DISCOVERY OF THEMSELVES

The term "student leader" used in this study refers to a college, seminary, or university student who is engaged in some religious educational leadership task in a local church or community. The student leaders whose activities constitute the basis of this study ranged all the way from Freshmen in college to graduate students working toward the degree of Doctor of Philosophy.

Departments of religious education in colleges, seminaries, and universities are increasingly endeavoring to provide opportunities for their students to obtain actual experience in the practice of religious education in local churches and community organizations. There is a growing conviction among educators in religion that theory and practice must go hand in hand, if adequate professional training is to be provided by academic institutions, and preference seems to be given to normal situations rather than to special laboratory schools. As an example of this tendency, the following statement is inserted:

It is the conviction of the Department of Religious Education that in effective professional training, theory and practice must go hand in hand. Theory that is arrived at apart from experience and practical processes is too often impracticable. On the other hand, practice that is divorced from sound principles is too often superficial. There is danger in the training of religious educators, on the one hand that principles should be emphasized at the expense of practical effectiveness, and on the other hand, that method should be emphasized at the expense of insight and comprehension. Theory and practice are different aspects of any effective process: the one supplies intelligent direction and the other supplies precise and dependable action. It is possible for the religious educator to be thoroughly acquainted with all the prin-

ciples of the educational process and still be ill at ease and ineffective when faced by educational demands in the local church or community. Likewise the religious educator may have a full equipment of methods and yet feel his inadequacy to meet complex educational situations. The Department of Religious Education provides broad instruction in sound theory, and at the same time gives the student supervised experience through the conduct of normal religious educational enterprises.¹

The question that arises sooner or later in the minds of administrators of academic institutions is this: Shall the student leaders be permitted to obtain their practical experience in leadership tasks with or without supervision? Shall counselors or supervisors be designated to deal with the student leaders in the most helpful and careful manner possible, or shall they be left alone to work out their problems in their own ways and according to their own initiative? Shall the college or university assume full responsibility for the supervision of its student leaders, or shall it share this responsibility with the churches and community centers in which the student leaders work? If supervision is to be provided, how shall it be taken care of financially? These and other questions must be faced by an educational institution that would endeavor to supervise its student leaders in the field of religious education.

The supervisory process provides a supervisor.--Student leaders need some one on the college campus who will listen to their problems. A well-planned program of supervision makes one or more supervisors available to the students. The very fact of having a counselor at hand means much to the student leaders. One student leader expressed the idea in this wise:

Just the very fact that I know I have a faculty advisor who is ready and willing to listen to all my queries, to treat

¹The Divinity Student, Vol. IV, No. 4, November 15, 1927, pp. 86-87. Published by the Divinity School of the University of Chicago.

them all with equal importance, and to give deliberate, not hasty, judgment concerning them, has meant much to me. I have felt more this year than ever before that I really am a part of the college, and that the college is interested in me and in everything I undertake. But aside from this general feeling of kinship with the college, my supervisor has helped me personally in a great many ways.

The student supervisor soon finds that he is being consulted about matters that are more personal than professional. The personal problems of some student leaders are so pressing and far-reaching, and so intimately related with their religious educational leadership, that they must have attention in order to release their leadership powers for effective service. A deep interest in human nature is soon discovered as an essential quality of a helpful supervisor.

Student leaders, who have had little or no leadership experience in religious education, find the supervisor a sort of life-saver in many trying situations. He is, or may be, the one to whom they turn freely when they face difficult problems in connection with their religious educational leadership. During this study the types of problems brought to the supervisor included the following: How to obtain a better understanding of the individual members of the group; how to plan helpful worship programs; how to locate and utilize source materials for class teaching; how to determine upon the best method for the given group; how to deal with disciplinary problems; how to plan helpful social activities.

The supervisor seeks to understand the student leaders.--
Before a supervisor can deal effectively with student leaders he must know them. The more he knows about them, the better able will he be to deal helpfully with them. He can scarcely get too much valid information concerning them. He usually errs on the side of obtaining too little--at least that has been the expe-

rience of the supervisor in this study.

Books are helpful to the supervisor in his study of those whom he is counseling. Those books which discuss the characteristics, interests, needs, problems of later adolescents and younger adults, are very suggestive to the counselor and help him to understand the meaning of many difficulties which he faces with his student leaders.

The supervisor, however, finds it essential to make more than a book study relative to his group. A specific understanding of these persons, which may be obtained in part from each of a number of sources, is very essential. In this study the supervisor secured information by: (1) personal interviews; (2) a study of the academic record of each individual; (3) a consultation of other advisors of the students; (4) life history analysis; (5) and in some instances consultation with pastors, friends, or relatives.

The writer's office files contain many illustrations of the information obtained by the employment of the various means suggested above. To give a descriptive sample of each would make this section of the study too bulky. Hence at this point only an example of the personal interview method is given, but in other sections of this study illustrations of the other means will be found.

During the initial interview the prospective student leader was encouraged to talk freely about his school training and religious experience, and the supervisor outlined some of the opportunities for religious educational leadership in the church to which a student was assigned. Later interviews helped the supervisor and the student to come to a better understanding and appreciation of each other. Certain items of information

were recorded on 5 x 8 cards: Name; university address; telephone number; degree or degrees obtained, and names of institutions from which degrees were secured; degree sought at university; major field of study while at university; experience in teaching in general education and religious education; experience in other leadership activities; specific courses to be pursued; whether individual was receiving remuneration from university; problem for thesis study; type of leadership position desired. It can be easily seen that specific information on these items would prove valuable to the supervisor in his understanding of the student and in placing him in a leadership position where he could render the most satisfactory service.

A copy of the form that the writer has now developed for permanent records is given herewith:

INFORMATION CONCERNING LEADER

Date _____

I. PERSONAL

Name _____ Home Address _____

University Address _____ Phone _____

Age _____ Race _____ Denomination _____

Condition of health _____ Married? _____

II. EDUCATIONAL EQUIPMENT

Degree _____ College or Seminary _____ Year _____

Degree _____ College or Seminary _____ Year _____

Working toward what degree? _____ Major? _____

III. EXPERIENCE IN PUBLIC SCHOOL WORK

Number of years in public school work _____

Superintendent _____ Teacher _____

Elementary school _____ High School _____ College _____

Subjects taught _____

IV. EXPERIENCE IN RELIGIOUS WORK

As pastor: Where? _____ How long? _____

Where? _____ How long? _____

As missionary: Where? _____ How long? _____

As director of religious education:

Where? _____ How long? _____

As church school teacher: Age group _____ Sex _____

Other professional religious work: Type _____

Present preference: Type _____

To give one example of the kind of information put into the permanent record, the sheet relative to Miss X presents the following information:

Miss X came from _____. She lives within two blocks of the university campus, at one of the homes for women. She is 22 years of age. She is a member of the white race, and is a Baptist. Her health is good. She has the A. B. degree, received in _____ from _____ College. She has studied religious education at Columbia University, and is now working toward the degree of Master of Arts, with a major in Religious Education. She has spent three semesters as a teacher of Mathematics and Science in a high school, and has been an assistant teacher in the field of Education in college. For eight years she has been a church school teacher, having taught various age groups of both sexes. She has had experience in conducting a Daily Vacation Church School, and has worked in a community center. She prefers to work with high school young people in a church or community center.

This initial information was supplemented during the year by spoken and written statements of the director of religious education in the church where Miss X was placed, by monthly reports of Miss X to the supervisor, by stenographic reports of the work carried on in the group led by Miss X, and by written records of conferences between Miss X and the supervisor and group conferences in which Miss X was a participating member. All of these means enabled the supervisor to develop in his un-

derstanding and appreciation of Miss X and the type of leadership work she was capable of carrying on.

The supervisor helps student leaders to see themselves as they are.--Do students who are assuming certain leadership functions in religious education in the local churches and community centers know themselves? Have they considered carefully their own leadership abilities and limitations? Do they know why they prefer to work with certain age-groups and types of persons rather than others? Have they stopped long enough to take a good look at themselves? If they have not discovered themselves sufficiently, what means can be employed by the supervisor to assist them in the more complete study and understanding of themselves?

The life history analysis, constructed by the supervisor in this study, was built upon the basis of the Life History Schedule prepared by the Department of Religious Education of the Divinity School of the University of Chicago. Appendix I presents the exact form of the life history analysis asked of student leaders in this study.

Before giving the analysis form to each student leader, the supervisor talked personally with him. Usually the conference in which the life history analysis was discussed required an hour or longer. The supervisor indicated to the student leader that this form had been prepared to assist him in an analysis of himself so that he might come to see himself as he is, and also that the supervisor might be the better able to help him in the solution of personal and leadership problems which would undoubtedly arise during the year. The student leader was asked to take at least two weeks to study through the items of the analysis form and to write his responses. He was asked to be

very frank in this study of himself, and not be afraid to express himself very freely, for his freedom of expression would enable the supervisor to understand him better. He was told to return to the supervisor for further explanation of certain items, if he found it necessary. Furthermore, it was indicated to the student leader that the information presented in this way to the supervisor would be kept in the supervisor's private lock files for use whenever the supervisor and the student leader thought they could be helped by its study and use.

After the life history analysis form was studied carefully and filled in by the student leader, it was returned to the supervisor for his study. The supervisor read it over once, then put it aside for a few days, and read it again. During the second reading and study the supervisor checked the items which he believed he should talk over with the student leader. At the first opportunity the supervisor and the student leader began a series of conferences relative to the problems revealed by the self-analysis. In some instances these conferences were held as often as twice a week, for at least an hour each time, and continued for a semester or longer. In other cases a shorter period of time was sufficient to deal with the situations needing attention.

One illustration will indicate the value of the self-analysis to both the student leader and the supervisor. The permission of the student leader involved has been secured. The responses to the various items of the analysis form are rearranged and written in narrative style.

I am 24 years of age, and was born at _____. I have the A. B. degree, and am now majoring in Religious Education for the degree of Master of Religious Education. My life purpose is to interpret the Christ-life to a nervous mechanical world in such a way that individual persons will see

that every move we make has spiritual significance, or otherwise is unnatural. I am seeking to bring the abundant life to misfits. I have come to this college because I believe that the teachers here can safely guide me into the more intricate modern viewpoints of Christianity. From my experience here I expect to gain a readiness for more advanced work in psychiatry, and a more nucleated, integrated self.

My father is 52 years of age. He is a member of the religious communion known as the Disciples of Christ. For a number of years he has been a minister and secretary of religious education. His health is good. My mother is 57 years of age; is a member of the Disciples of Christ church; and has had experience as a teacher of Greek and Mathematics. Her health is good. In our family there are three children, of whom I am the oldest.

My home community, in which I lived for 12 years, is urban and commercial. The activities in which I engaged in my home community were all centered in the church or school. Recently, while in another community teaching, I became a member of the woman's club, book club, and bridge club. Certain persons in my home community have influenced my life. A woman became for me as a child an ideal personality. A teacher presented an ideal, triumphant personality. A teacher of expression gave me a new insight into the spirituality of even our physical beings, and was the first to make me realize that I had a body that was significant. Another person gave me a picture of a clean, practical, Christian business man. My home community has an excellent library, fine universities, and many sections of beauty and of historic interest. Among the weak points of my community are these: the school system is too mechanical; Negro quarters are neglected; the city is not well planned; politics is rotten.

During childhood my health was poor, but during adolescence it has been good. I had the usual children's diseases, including measles, chicken pox, whooping cough, and mumps. Until 12 years of age I was subject to bronchitis. I had my tonsils removed when I was eight years of age. At two years of age my shoulder bone was broken. There have been no serious after effects of any of these diseases or injuries. I am of a very nervous temperament. My nerves seem very well under control, and I do not seem nervous outwardly, but under stress and strain they give away. I have not learned moderation. At certain periods I am upset nervously, emotionally, mentally, although I do not suffer physically.

My schooling experience has included attendance at public schools, private schools, and denominational colleges. My grades in the elementary school were excellent, and in high school and college they have been good. I was promoted regularly from grade to grade. The things which I liked about my school experience were: being in the focus of attention during my early years; the personalities of my college professors; the student atmosphere; the beauty of the surroundings; my connection with the church. The things which I disliked about my school experience might be expressed as follows: I was always too sensitive to be active in a group; I day-dreamed instead of studied while in high school and

college; I suffered terribly in college because I could not adjust myself to the social life because of certain inhibitions. My five favorite books are the Bible; "The Meaning of Culture," by Powys; "The Story of Philosophy," by Durant; "The Christ of the Mount," by Jones; "Adventurous Religion," by Fosdick. The magazines which I read include Time, the Literary Digest, the Reader's Digest, the Forum, Scribners, McCall's, the Ladies Home Journal, the Christian Herald. I read also the professional religious education magazines when I have access to them. During my leisure time I write poetry, dance, or dream. My dominant interests include the following: people, psychology, the mystic aspect and the beauty of nature, the mystic element in religion, true worship, making speeches, proof-reading books, planning and executing social affairs, coaching plays. My chief intellectual problems might be expressed as follows: it takes me an hour to get to my highest type of concentration; I see the whole and generalize too much--I do not get at the roots or the little, intricate facts; if I once dig into a thing, such as research of some nature, I cannot come out. My intellectual ambitions are: I want to get at least a Master's degree; I want anything beyond that which might be necessary to enable me to be an excellent psychiatrist who can help people to live the abundant life.

Three of my best friends are: (1) a girl of my own age, with my aspirations, with a keen mind, having an ambition similar to mine, a consecrated life, an unshaken self-confidence, but with little experience. (2) A girl of my own age, now married to a minister; a girl who is very sensitive, artistic, musical, idealistic, beautiful, but withdrawing from life. (3) A man of great mental power, robust and large physically, very studious, simple in his living habits, no faith in God, a haunting fear of death, a prolific writer, one who is gradually finding God, a realist and a fatalist. The types of social activities which I like are: teas and receptions because of their dignity, formality, and opportunity for real conversation; also hiking, picnicing and camping, because of the opportunities afforded to enjoy nature. In getting along with other people, I find that I permit other personalities so to engulf me that I appear as a nonentity; unless I am the authority or the center of attraction, I am the prey of an inferiority complex; after I become adapted and the people become my friends, these problems do not bother me; I can, however, hide these things. In adjusting myself to other people I have noticed that I am getting over the desire for attention; I am slowly overcoming my inferior feeling, and am more normal; I am learning to carry on "little talk"--a thing which always bored me. In dealing with difficult problems, I find that the greater the problem the more calm and deliberate I am, the smaller the problem the more panicky I am. My unsolved social adjustment problems may be stated thus: How can I push ahead intellectually and independently and yet maintain a charm and femininity that is my social duty? How can I reconcile my strong sexual nature with my intellectual and spiritual self? My ideals along that line are too high; hence I suffer.

I became a member of a church of the Disciples of Christ at the age of eight years. I made the confession of Christ on

one of the Decision Days of the year. I attend church school and church regularly, and read religious literature regularly. I engage in personal devotion irregularly. My spiritual growth has been of a gradual, rather than a convulsive, nature. The positions of leadership which I have held in the church include: president of C. E. society, president of a missionary circle, teacher of various church school classes, superintendent of a Primary Department, superintendent of a Junior C. E. society, secretary of church school, a holder of various offices in classes and Christian Endeavor society, supervisor of a vacation church school. At present I am not holding any official position, since I have just come to a new college community and have not yet assumed any leadership responsibility. As to the strong points in my leadership ability, I might say that I am a good planner and speaker; I try to understand people and am very patient with them; I give my whole self to a thing, lose myself in it. As to my weaknesses, I push rather than lead; I do too much of the work myself; I can lead rural people very well, but am not noticeable enough or too quiet or colorless to lead urban minds. As to leadership ambitions, I want to be able to teach in college, or be a director of religious education, or serve in any way that would make use of my love of personalities, such as in the field of psychiatry. My chief leadership problems lie in these directions: I am not big enough physically, not dominant enough, nor worldly wise enough to lead my own kind; it is hard for me to accept the lonely, apart feeling that every true leader must have; it is hard for me to be content with being "different." The religious problems with which I am having difficulty are expressed in these questions: How much am I supposed to do and to push, and how much must I leave to God? How can I denounce self? Does God have a plan for my life? Is God objective or subjective? How can we tactfully introduce God to the worldly wise without their resenting it? Why does God give some persons sudden conversion, while I have to struggle with mine? The things that I am doing toward the solution of these problems are these: I am listening to professors; I am praying; I am thinking; I am reading. The things which I think I need in the proper solution of these personal religious problems are these: I need to know men and women who are strong, fearless, not sentimental; I need a new conception of prayer; I need help in totally surrendering my will and life to God; I suppose I am the only one that can do much toward the solution of these problems.

One of the outstanding experiences of my life was my first attendance at a young people's conference when I was fifteen years of age. At the close of this conference I felt that the world was brand new and that my life was new. Another great experience was that of assisting in giving a tea for a Brahman who had come to lecture at my college. The tea was for him and the professors of the college. I felt supremely happy in the group of intellectuals, and I think I was equal to the occasion in dignity, poise, personality, although I was the only girl in a company of twelve Ph. D. men. On another occasion I helped a friend write his thesis, and in the writing he was encouraged, inspired, and helped to smooth out the rough problems of his semi-bitter life and to see a

tiny glimpse of God. My study of expression, including an understanding of the coordination of mind, body, and spirit, gave me a new appreciation of life.

The following questions reveal some of my doubts or uncertainties: When Christ said, "Seek ye first the Kingdom of God and his righteousness and all these things will be added unto you," did he mean the satisfying of all our hungers and desires, or just the matters of food and clothing? If I have the patience, will my life be full and abundant through Christ? Why do so many people have beauty, charm, popularity, love, and life, when they have not sought the Kingdom of God as much as I have? Do I have any right to help others to attain the abundant life through Christ, when I myself have not found it?

Recently I have discovered that there is an inner nucleus or soul within me, and when I pray it seems to grow. It holds all my desires, disappointments, and wildness in perfect harmony and peace. It is, however, easily upset, and I am afraid all the time of losing it. I suppose it's God. Another fear that I have is that I will not live up to what is expected of me. Then I am afraid of love.

My chief convictions are: there is a God; right will eventually win; God has worked through other persons and has made their lives abundant, radiating, and beautiful; everything in the world has some spiritual significance, hence nothing is material. The things that give me the greatest joy are: the mystical aspect of nature; the throb of a busy city; loving a little child; making a speech; receiving other people's confidences; inspiring and helping a great man; planning and successfully carrying out a program; organ music; dew; twilight. I seem to have a woman's make-up but a man's interests. If I were a man, I would be a minister.

At the end of the college year this student leader was asked by the supervisor to write an evaluation of the life history analysis as a means of supervision. This is what she wrote:

The life history analysis organizes a person's introspection. It moves logically from the simple, more objective facts of one's life to the more subjective results of those facts, from the known to the "not so sure of," from the background to the present fears and joys of the person, the truest indication of what he is likely to become in the future. One here sees himself as a whole. He sees what he is and why. Having seen causes and results in his own life, he can see them better in the lives of others.

By way of more personal comment, I can say that I have grown in poise this year because of this whole, objective view of myself. To see myself, whom I thought so hopelessly muddled, organized and laid out on paper minimized my problems from the very first. To know that I was not alone in my striving for growth, but was known and understood by some one who was wiser and stronger than I, has had the greatest influence

for the integration of my personality of anything in my adolescent career. At times I was rather self-conscious and perhaps unnatural because I knew my advisor knew so much about me, but the fact that he was watching me and wondering if I would improve made me want to do so. But the effectiveness of this means of supervision depends upon the personality of the supervisor. He must be a very strong, positive, Christian personality. He must be kindly sympathetic but very objective, even coolly calculating in pointing the way toward self-improvement and the solution of one's own problems. He must teach a student to stand alone and to grow alone rather than to depend upon him.

Observation of the student leaders in the churches, on the college campus, and elsewhere, and personal conferences with them indicated to the supervisor the need of having the student leaders become conscious of how they were using their time. The matter was suggested to the members of a class group who were engaged in the study of the supervision of religious education. Some of the members of this group were being supervised, while others were assisting the supervisor in visiting and making verbatim records of the work being carried on in the various churches where the others were serving. After some discussion, it was agreed that it would be helpful to prepare an instrument which would give the student leader an opportunity to study how he is employing his time. Each member of the group was asked to think the matter over and within a week to bring to the class the instrument which he or she had devised. The result was that within two weeks the group together had prepared a suitable instrument entitled "How I Spend My Time." A copy of this instrument is presented as Appendix II.

All the members of the class in supervision were asked to study themselves for a week, indicating on the instrument how they used their time. The supervisor also talked with others about the use of their time, and secured their cooperation in making a similar study of themselves. Following their studies

of the use of their time, statements such as the following were made to the supervisor by student leaders:

I did not realize that I was wasting so much of my time. I am working out a schedule which I am going to try to follow as closely as conditions will permit.

I had wondered why I was not getting better grades. This study shows me that I have not been studying enough. I see where I can substitute some study time for some loafing time.

My schedule shows me that I have been spending too much time playing cards and listening to the radio. I am going to change that.

As a result of my study of how I have been using my time, I want to work out an ideal schedule for myself, and put it over my desk in my room so that I may be reminded often of it.

I begin to see a difference between success and failure in college, and perhaps elsewhere as well. It is related to the use a person makes of his time. Here's where I make a shift.

Why did not some one in my high school show me how much time I was wasting? I wish I could redeem all the time I lost there. I am reforming right now.

A study of Tables I, II, and III indicates how one student leader, whom we have designated as Mr. Q, found that he was spending his time, and how he worked out what he termed "an ideal schedule" for himself. At the time Mr. Q was a Sophomore in college and was beginning his work as a teacher of a class of Intermediate boys. His work with these boys was noted by the director of religious education in the church where he was working, and a year later this director, in appreciation of what this student leader had done with those boys, made a special point of speaking personally to the supervisor in a complimentary way concerning his leadership growth during that time.

TABLE I

Name _____

HOW I SPEND MY TIME

INSTRUCTIONS: This schedule gives you opportunity to indicate how you spend your time during each day of a week. Read over the list of activities enumerated below. As you go through the day put the number of the item opposite the time indicated showing what you did during that period. Several numbers indicating several activities will likely appear at various times during the day. Where several numbers occur opposite one period of time, please put a comma or a dash between the numbers.

- | | |
|--|--|
| 1. Arguing | 31. Practicing music or taking
music lesson |
| 2. Attending game | 32. Preparation for meal |
| 3. Auto riding | 33. Preparation for work at church |
| 4. Breakfast | 34. Reading |
| 5. Caring for children | 35. Resting |
| 6. Chapel | 36. Sewing |
| 7. Church service | 37. Shopping |
| 8. Church school service | 38. Sleeping |
| 9. Class | 39. Social visit |
| 10. Cleaning room or house | 40. Sorority or fraternity
meeting |
| 11. Committee meeting or con-
ference | 41. Study at home |
| 12. Dancing | 42. Study in library |
| 13. Date with friend | 43. Teaching during week-day |
| 14. Dinner | 44. Time going to church |
| 15. Exercise | 45. Washing, dressing, etc. |
| 16. Filling out this schedule | 46. Washing and ironing |
| 17. Firing furnace | 47. Wedding |
| 18. Funeral | 48. Working for pay |
| 19. Gymnasium | 49. Working for scholarship |
| 20. Hobby | 50. Writing personal letters |
| 21. Loafing | 51. Young People's meeting |
| 22. Lunch | 52. Having picture taken |
| 23. Movie, concert, play | 53. Bull session |
| 24. On way to or from school | 54. Listening to radio |
| 25. Participating in game | 55. _____ |
| 26. Party, tea, dinner | 56. _____ |
| 27. Pastoral calling | 57. _____ |
| 28. Personal or group devotions | 58. _____ |
| 29. Playing cards | 59. _____ |
| 30. Practicing for play or
pageant | 60. _____ |

TABLE II

HOW MR. Q SPENT HIS TIME DURING ONE WEEK

Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A.M.	:	:	:	:	:	:	:
6:00	: 38	: 38	: 38	: 38	: 38	: 38	: 38
6:30	: 38	: 38	: 38	: 38	: 38	: 38	: 38
7:00	: 38	: 38	: 38	: 38	: 38	: 38	: 38
7:30	: 38	: 38	: 45	: 38	: 45	: 38	: 45
8:00	: 45	: 38	: 9	: 45	: 9	: 45	: 9
8:30	: 45	: 38	: 9	: 45	: 9	: 45	: 9
9:00	: 45	: 38	: 9	: 9	: 9	: 9	: 9
9:30	: 44	: 38	: 9	: 9	: 9	: 9	: 9
10:00	: 8	: 45	: 6	: 11	: 21	: 6	: 10
10:30	: 8	: 45	: 29	: 34	: 9	: 21	: 54
11:00	: 44	: 22	: 29	: 34	: 9	: 1	: 41
11:30	: 21	: 41	: 22	: 34	: 22	: 22	: 22
12:00	: 22	: 41	: 22	: 14	: 22	: 22	: 22
12:30	: 22	: 41	: 54	: 41	: 23	: 41	: 45
P.M.	:	:	:	:	:	:	:
1:00	: 21	: 41	: 49	: 41	: 23	: 41	: 13
1:30	: 21	: 9	: 49	: 9	: 23	: 9	: 23
2:00	: 21	: 9	: 49	: 9	: 49	: 9	: 23
2:30	: 21	: 9	: 49	: 9	: 49	: 9	: 23
3:00	: 41	: 9	: 49	: 9	: 49	: 9	: 13
3:30	: 41	: 54	: 49	: 50	: 49	: 21	: 13
4:00	: 23	: 41	: 52	: 45	: 49	: 41	: 13
4:30	: 23	: 41	: 52	: 45	: 41	: 41	: 13
5:00	: 23	: 41	: 14	: 52	: 41	: 21	: 14
5:30	: 23	: 14	: 14	: 32	: 41	: 14	: 14
6:00	: 14	: 14	: 14	: 14	: 14	: 14	: 21
6:30	: 14	: 29-54:	: 45	: 41	: 21	: 21	: 21
7:00	: 44	: 29-54:	: 2	: 41	: 42	: 16-45:	: 2
7:30	: 7	: 29-54:	: 2	: 41	: 42	: 21	: 2
8:00	: 7	: 41	: 2	: 1	: 42	: 2	: 2
8:30	: 44	: 41	: 2	: 1	: 42	: 2	: 2
9:00	: 54	: 41	: 2	: 1	: 21	: 2	: 2
9:30	: 54	: 54	: 2	: 1	: 21	: 16-21:	: 2
10:00	: 54	: 54	: 41	: 1	: 41	: 54	: 33
10:30	: 54	: 54	: 41	: 41	: 41	: 41	: 33
11:00	: 38	: 1	: 41	: 41	: 41	: 41	: 54
11:30	: 38	: 1	: 41	: 41	: 41	: 41	: 54
12:00	: 38	: 1	: 1	: 41	: 41	: 38	: 54
A.M.	:	:	:	:	:	:	:
12:30	:	: 1	: 1	: 38	: 38	:	: 38
1:00	:	: 1	: 38	:	:	:	:
1:30	:	: 38	:	:	:	:	:

TABLE III

MR. Q'S IDEAL SCHEDULE

[illegible]

An analysis of Tables II and III reveals the following summarized data, which indicate the ways in which Mr. Q would like to spend his time as compared with how he actually spent it during a given week.

	<u>Actual Time</u> (in hours)	<u>Ideal Time</u> (in hours)
Reading-----	1 $\frac{1}{2}$	4
Study-----	22 $\frac{1}{2}$	16 $\frac{1}{2}$
In Class-----	15	15
Work for Scholarship-----	5 $\frac{1}{2}$	8 $\frac{1}{2}$
Preparation for Church Work----	1	1 $\frac{1}{2}$
Attending Church Service-----	1	2
Listening to Radio-----	7	8 $\frac{1}{2}$
Loafing-----	8	9 $\frac{1}{2}$
Playing Cards-----	1 $\frac{1}{2}$	2
Attending Movie-----	5	6
Bull Session-----	0	2
Retiring-----	after midnight	at midnight

Inasmuch as there are many factors operative in the experiences of college students, it is difficult to indicate exactly the quality and the quantity of the contribution which the supervisory process makes in the discovery of themselves. The various factors are so interwoven in their actual workings that it is most difficult, not to say impossible, to isolate the threads of influence which are specifically due to the program of supervision. Perhaps all we can do is to point out some of the results which seem to be more largely due to supervision than to any other one factor. This is what we have been endeavoring to do thus far in this study. Now we shall look at some indications of the value of the supervisory process, as revealed through the statements of the supervised at the end of one college year of

supervision.

Near the close of a college year the supervisor asked the student leaders to write very frankly their definite views on this topic: What Supervision Has Meant to Me. They were told to point out both the strong points and the weaknesses in the program of supervision as it had affected them. The supervisor suggested that he was making a study of supervision and was very anxious to learn just where it could be improved. He told them that their own insight into the process, after having been supervised for two semesters, would be of great value. They then turned to the task of making a sort of retrospective study of the process as it was related to them individually. Typical statements taken from their papers are presented here for what they are worth in showing what the supervised discovered about themselves and the supervisory process.

Student Leaders A, D, E, F, G, and H are undergraduates, while student leaders B, C, I, and J are graduates. Student

Leader A says:

The greatest thing that supervision has done for me is that it has taught me to analyze all situations. I have found that any situation may be improved, no matter how it may appear on the surface. Supervision has taught me to analyze existing circumstances from all angles, and from all angles of those angles, to dig down to the sources, to find the reason or reasons why and to build up my improvements with the facts in mind.

In regard to individual problems which arise from time to time, I have learned to try calmly to diagnose them, and have been helped to arrive at the need and solution of each particular problem.

I have come to realize that the aim in teaching is not so much to teach the pupils a particular lesson, but rather to guide them in thinking out things for themselves and to create enthusiasm for right living.

Supervision has not given me orders as to what to do, but it has been more of a process of the supervisor thinking things out with me, giving me the benefit of other points of view, and of leading me into the most desirable methods of carrying on my particular task.

Supervision has led me to look with a critical eye not only upon my church school work, but also upon other personal situations in like manner, and I know that it will help me in the future to approach other situations in the same way.

Student Leader B says:

During this experience I have discovered some specific points of weakness in my leadership. I have found that I have a hard time leading my group if there is present one whom I consider to be superior to myself in authority or ability. I feel capable of handling the group until another comes in, when that person, according to my feeling, is capable of doing better than I. I do not feel this way, however, when I think I can do about as well as the other person.

I have learned that I do very little constructive work when I am unprepared. Probably I am not resourceful enough.

I have really been surprised at my ability to control my feelings with certain groups, but at times I need a more commanding attitude.

Supervision has been very helpful to me in assisting me in thinking through possible solutions to some problems I have had. It has been especially good in that it has not given me "cut and dried" answers to my questions, but has helped me to work at my problems with guidance.

Supervision has caused me to stand by a hard task, when I felt inclined to give it up because it seemed that my efforts were fruitless.

Many times I could not locate my specific weaknesses. Perhaps if I had had more definite criticism of my work, I could have overcome more of these difficulties.

Student Leader C says:

Concerning my own leadership powers I have learned: (1) That I am no disciplinarian--that I am unable to use with any degree of success external control; (2) that I can hold attention and arouse interest and stimulate thinking by the use of the story method; (3) that I am able to win the loyal friendship and the hearty cooperation of the most unruly boy of the class; (4) that my ability is limited rather narrowly in guiding group discussions in this particular class of junior high school boys; (5) that in dramatic work I can lead the boys of this age as well as young people.

Student Leader D says:

Supervision has brought me face to face with some of the problems that I must meet, and has given me a better opportunity

and more eagerness to solve them. It has shown me my weak and strong points.

I have discovered that I like to work with Seniors better than with Beginners and Primaries. This is my first experience with Senior girls. I feel a great need of more time to devote to them. These girls need a sympathetic and understanding type of leadership which will not decide things for them, but will render assistance in helping them to weigh matters carefully and to decide for themselves.

Supervision has helped me to gain more confidence in myself. I now find it easier to go ahead, to tackle new things and to work them out as best I can. Supervision has provided guidance and encouragement.

Supervision has taught me how to look for materials for worship programs and how to select the best from different sources. I have learned that it takes much time, thought, and careful preparation to plan and conduct a helpful worship program.

Observers who have visited my class have helped me to see myself as I really am. That is just what I need. I welcome all criticism that any one will make in a constructive way.

Student Leader E says:

Just the very fact that I know I have a faculty advisor who is ready and willing to listen to all my queries, to treat them all with equal importance, and to give deliberate, not hasty, judgment concerning them, has meant much to me. I have felt more this year than ever before that I really am a part of the college, and that the college is interested in me and in everything I undertake. But aside from this general feeling of kinship with the college, my supervisor has helped me personally in a great many ways.

First of all, he has helped me tremendously to analyze situations, to see great things large and little things small. I am not by any means perfect in this respect yet, but I am learning not to tear my hair over trifles and to take advantage of small incidents to develop them into greater things. He has given me much more confidence in my leadership ability than I ever had before. I believe that this new confidence in myself has led those with whom I work to have confidence in me. However, I think I need more development along this line, because I still have great inner quakings in new situations when I am not sure what course of procedure I should take.

I have learned that the next best thing to knowing a thing is knowing where to find it. My supervisor has helped me learn where to find materials that will be of great benefit to me and to the people with whom I work.

By building worship programs and conducting them under the guidance of my supervisor I have been helped to a new appre-

ciation of worship and its meaning.

My supervisor has helped me to judge people for what they really are. Through his help I have retained my faith in people, although I have been disappointed in several individuals. This forming opinions of people has led me to see both sides of a question much more impartially than I had ever been able to do.

In other words, my supervisor has stretched me up and away from my old self, and has given me the desire to keep reaching upward.

Student Leader F says:

Supervision has helped me to see myself as I really am. I have lacked confidence in my own leadership ability, but supervision has enabled me to gain more confidence in myself. I have not understood how to handle children in the church school, but supervision has helped me to understand them and to learn how to deal with them more effectively. Each observer who has visited my class has criticized my voice, indicating that I do not speak out sufficiently to be heard by all. I am now endeavoring to correct this difficulty.

Supervision has helped me to realize more fully the importance of knowing one's pupils, knowing the materials of Christian education, knowing the technique of teaching.

Student Leader G says:

It was my first experience as superintendent of a Primary Department. Naturally, I needed supervision. At first I rather resented the idea of having people check up on me. However, I soon realized that the criticism was constructive rather than destructive.

At first, the supervisor helped me most with respect to materials. He showed me where to find materials suitable for my group, and he discussed with me the best books and magazines containing helpful materials for use in my department.

As problems began to confront me, we worked out solutions to many of them and discussed others. These were problems of discipline, problems which arose due to my lack of understanding and preparation, some in regard to program building.

I think I have improved most in my selection of appropriate materials. I have a much broader acquaintance with those suitable for Primary work than formerly. I have observed some improvement in the effectiveness of my worship programs.

I have modified my ideas as to the introduction of new materials. Having been accustomed to working with older children, I expected too much of these Primary children. I had to adjust myself to the fact that few of them could read, and

therefore, I could not teach them so many new songs, Scripture verses, etc.

My pupils respond much more freely now--probably because they are better acquainted with me and because I have made the work more informal. I soon discovered that Primary children must be given quite a bit of conversational as well as physical freedom. They seem much more interested when the programs are of a friendly, conversational nature.

I feel that I can now conduct my services with more ease. I am more accustomed to dealing with these younger children. The programs run more smoothly, and I enjoy the work thoroughly.

There is one particular phase in which I have failed, and that is in getting acquainted with the parents. I know very few of them, and I think a teacher should know the child's background and have an idea as to his home life before she can be a successful leader.

The same problem arises in regard to the teachers. Since I seldom see them except on Sunday, it is hard to get really acquainted with them. None of them will take the initiative in getting things done, such as getting the room cleaned and attending to those things which can best be done by those more familiar with the church and its methods than a student leader usually is.

I know not whether I have failed in getting the leaders to cooperate, or what, but the problem is there. The teachers work with their individual classes, but they do not seem to be interested in the department as a whole.

I feel that my experience this year has helped me a lot, and I am looking forward to continuing the Primary work at home this summer.

Student Leader H says:

In my week-day religious education work this year I have learned that my leadership powers are few! I hope, however, from this year's experience with junior high school girls and boys that I shall be able to develop more fully in leadership ability. In order to do this I am going to read extensively concerning characteristics, activities and problems of young people. I am going to work with them as much as possible in order to get their own viewpoints and reactions concerning those things which are of vital interest to them.

After this year's study, I feel that I shall be able to go into matters with a more definite purpose and understanding than heretofore.

Much tact, patience, initiative, sympathy and similar qualities are necessary in making a successful leader. These do not come to one over-night, but gradually develop after many experiences, if the individual's purpose is the desire to

become a good leader.

I have always thought to a certain extent, but this year's experiences have impressed the idea upon me more than ever, that junior high school boys and girls have a great deal more sense and reasoning power than adults often give them credit for having. These boys and girls do think, and oftentimes their thinking is very much more logical than most people suppose until they actually work with them. They want to learn new things. They are eager and show active cooperation, if dealt with carefully and in the proper way. They can be guided in purposive living, if the leader is capable of handling the group, and if she deals with individual problems which are most important in directing certain persons in the right way.

The leader's responsibility is enormous in developing Christian personalities, or personalities that will mature into worth while leaders.

The education of individuals is a slow process, and every step must be taken slowly, and what seems to be surely in the mind of the leader.

I personally feel that I have received through the program of supervision invaluable suggestions and methods, which have not only already proved valuable but will continue to be of much worth to me in future experiences.

Student Leader I says:

I feel that perhaps I have learned to handle junior high school boys and girls in group discussions fairly well. I believe that I am not positive enough in matters of group discipline. I have, however, had very few problems of discipline with my group, but on several occasions I felt that I needed to learn something more along this line.

I think I have learned how to select materials suitable to my group. The ones that I used were of interest to the group.

I have been able to gain the confidence of many of the boys and girls.

This experience has been valuable in that I have gained confidence in my own ability to lead a group of young people.

I have learned that these particular boys and girls have many problems. It seems that they receive little guidance at home, school, or church.

These boys and girls are thinking more deeply than we seem to think they do.

There is a tendency for this group to come to a decision and to settle the given issue now. This condition has made it difficult at times to follow up a discussion at the next

session of the group.

Boys and girls like to discuss religion. In fact they enjoy discussions of any subject.

The story still has a great appeal for this age-group.

This group has been unusual in a number of respects. I have been surprised many times because of the stand they took on various subjects.

The public school leaders have been very friendly toward me, and have shown an interest in the work. I am not sure, however, that they understand just what we have been trying to do.

The group supervisory conferences, where we have had the opportunity of talking freely about our week-day religious education work, have been very interesting and practically helpful.

I believe that if the supervisor had personally given more attention to observing me on the job, and had brought to me constructive criticisms, it would have been very helpful to me. It may be, however, that I was not able to stand frank criticisms, and that the supervisor deemed it best to handle the observation through another person. Yet I would really like to know where I am weak in leadership.

In personal conferences with the supervisor I have found him considerate, sympathetic, patient, willing, and helpful in the suggestions given.

Student Leader J says:

I had never had any leadership experience with a junior high school group. I have felt the lack of it. I never knew just how the group would react to particular situations, and I could not be prepared to meet all angles. Many times I have felt utterly inadequate to meet situations and problems that have arisen. Then again, I have been surprised at times at my ability to think on my feet on the spur of the moment. When I have attempted to think some problem through in order that I might help the group to think it through, I felt that I was better prepared to cope with things as they arose. However, one thing I consistently tried to do was to let the problems arise and take their course from the group rather than from me. When it came to questions of petting, lying, and cheating, I could not lead them to see intellectually the right viewpoint, but I would not say: "Here it is, thus and so." Consequently, we moved on without changing their attitudes, at least as far as I could detect. I can't even feel that it may come to light at some later time. There I am inadequate!

As a disciplinarian of junior high school boys I am absolutely nihil, know it, and can't do anything about it, except to

judge that I wasn't made to work with this age-group. I had rather take three beatings than to try to handle such a group. I don't accomplish anything with them, unless it is to teach them how to behave a little worse; and I give myself a headache, a sore throat, and a bad disposition for several hours to come. So my leadership ability there is on the negative side.

I have no disciplinary difficulties with the girls. They seem to respect me and like me, and problems of discipline do not stand in the way of making progress with other problems.

It is doubtless true that I have gained more from this semester's experience than the members of the group have, although I do not feel that their time has been wasted. I can and will face things and think them through to whatever conclusion they may lead--a thing I would not or could not do before. I am better able to think more rapidly on my feet.

Junior high school boys are born and reared noisy, full of life, pep, and mischief. I have discerned that much from my limited experience with them. My experience with them has been limited, but sufficient for me! Junior high school girls, at least the ones I have had, are also full of life and energy, but better able and more willing to control their energy and to turn it into certain directions. I have found my girls to be sincere about their problems, and sincere in wanting help with them. They have been perfectly honest and frank with me, I believe. They do have ideas and opinions about things that older people do not give them credit for having. They are also willing to change these ideas and ideals if they can be led to see better ones. Some, however, are not so quick to see better ones, perhaps partly due to the influence of parents.

The girls are responsive, and willing to think things through pretty far intellectually, but not so ready to put their intellectual beliefs to the test of conduct, when they interfere with what they want to do. In the case of cheating, what they think helps them to get good grades and stand well in the eyes of teachers, parents, classmates. They all know the others cheat and expect them to!

The supervisory process has touched me chiefly through the class in supervision. I think the class has been helpful in enabling us to "air" and share our common problems. The times I have felt up against it and have appealed for help, I have been left to my own resources. Perhaps the supervisor considered that a good point in supervising me! My work has been allowed to run its course without much direct supervision.

Summary.--The following values of supervision in helping them to discover themselves are suggested by the student leaders in their statements in this chapter: Supervision (1) provides

a needed friend who understands; (2) makes available a counselor with whom the student leader may think things out; (3) helps leader to see himself as he is; (4) helps leader to gain confidence in himself; (5) teaches leader to analyze all situations calmly; (6) helps leader to discover specific points of strength and weakness; (7) assists leader to discover worthy objectives in teaching; (8) helps leader to discover where he can work best and develop effectively; (9) helps to solve problems by stimulating leader to state them and to suggest solutions; (10) suggests that leader's time be carefully analyzed; (11) helps leader to stand by a hard task and succeed with it; (12) offers regular and constructive criticism; (13) helps leader to see task in proper perspective; and (14) helps leader to see himself as a whole.

CHAPTER II

SUPERVISION HELPS STUDENT LEADERS TO ADJUST THEMSELVES TO THEIR FIELDS OF SERVICE

Students come from many communities and states and from a number of nations to the college or university. From a leadership point of view they come with varied abilities and experiences. Some are capable of working in very many phases of the life of the church, while others are less capable and experienced. To ascertain what interests, abilities, leadership experiences and needs the various students have, and to make it possible for them to grow as leaders during their college and university careers, is a task worth having done well.

It is very difficult for the church leaders in the college or university community to know adequately what the several abilities of the students are, and what ones might be available for leadership positions in their churches, unless there is a personal link established between the college and the churches. Experiences of college administrators in trying to deal with this matter without a very definite avenue through which the churches may work in the securing of student leaders demonstrates the importance of having some one to serve very specifically in the capacity of a supervisor or counselor. Problems of locating students and of helping them to become adjusted to their tasks naturally arise. The solution of each of the problems has significance in the development of the leadership powers of the student and in the type of service he renders in the local church.

A twofold relationship to be considered.--From the angle

of the supervisor the responsibility of supervising student leaders in religious education has a twofold aspect. The supervisor is concerned with the development of the leadership powers of each student leader, and he is also concerned with the spiritual growth of the members of each group led by a student leader. The student is in college to study and to become a better leader in some phase of life. The pupils in the classes and departments in the church school are there, presumably at least, for the purpose of gaining information and practice in religious living. The growth of both the student leader and his group is the concern of the supervisor. The supervisor is in a position to look both at the student leader and his group, and profiting by his objective angle of vision is enabled to work toward the effective growth of each.

In this study both the student leader and the local church group were kept in mind by the supervisor. He felt that the learning-teaching process involved both the student leader and his group. It was deemed essential to observe and analyze the reactions of the group, as well as to study the student leader.

The supervisor serves as the connecting link between the student leader and the church.--In this study the supervisor was the agent, or liaison officer, who sought to correlate the interests of the church and the student leader and to carry them forward in inter-relation. The supervisor was in a position to talk very frankly with the church leaders as to the characteristics and abilities of the prospective student leaders, and in like manner he could speak frankly to the student as to the prevalent conditions and leadership opportunities of the prospective churches. The appointments of students to positions of leadership were made through the supervisor, following

conferences of the supervisor with the church leaders and the prospective student leaders. Whenever difficulties arose, either from the angle of the church or the student leader, it was the supervisor who was ready to help make a satisfactory adjustment. Problems covered administrative, organizational, curricular, teaching, recreational, and social adjustments.

The supervisor studies the leadership opportunities in the churches.--To enable the supervisor to render the most valuable service in the placement of students in leadership positions, it is essential for him to make a study of the churches in advance of locating students in them. Prior to the opening of the college, the supervisor made a study of the various churches which would be needing students for some of their leadership positions. Visits were made to the churches and conferences were held with the directors of religious education, church school superintendents, or ministers, and in some instances with workers' councils. Among the items given particular study were: the type of community; the size and type of the constituency; the estimate placed upon the value of religious education in the program of the local church; the leadership of religious education in the local church; the equipment available for a program of religious education; the present organization of the church school; the stated meetings in the church calendar; and the possible opportunities for the utilization of student leadership. In order to obtain information upon these items which would help the supervisor to understand the local situation and to relate himself and the student leadership to the local work, it was necessary for the supervisor to have a number of conferences with the church leaders, to study year books, church calendars, church bulletins and other literature relative to the local church, to

become personally acquainted with some of the leaders, and to look through the entire church building in making a study of the equipment in the form of departmental and class rooms and detailed items of equipment within them. This preliminary study was supplemented from time to time as the supervisor made visits to the churches in connection with the observation of the work of the individual student leaders. The supervisor's experience proved of value when student leaders brought their problems to him for he could visualize the local conditions under which they were working, and thus give more specific help.

A list of tentative positions was prepared for the use of the supervisor in his conferences with the students when they came to the college campus. This list proved valuable in the interviews which the supervisor had with the students, for he was able to talk pointedly about specific leadership opportunities. During one college year opening period this list included the following leadership positions: leader of the general worship service in a small church school; two teachers in a Senior Department; a teacher for an Intermediate girls' class; a teacher for an Intermediate boys' class; a superintendent for a Primary Department; a leader of a girl scout troop; a director of religious education; a superintendent of a mission church school; leaders for a junior church; a leader for a Christian Endeavor society; leaders for four week-day junior high school groups; a leader of music in a Young People's Department; a teacher in a Junior Department; a teacher for a Sunday morning leadership training class, etc.

The supervisor suggests that certain students visit and study work in several departments before being located.--Students who have had little or no experience in religious educational

leadership find it profitable to study the types of work being carried on in the college community. It is also helpful to students who have had previous leadership experience in other communities.

In this study the supervisor found it of value to have inexperienced students use several Sunday mornings and evenings in observation of various types of work in different communities. Before and after the student made his visit there was a conference with the supervisor. Before the visit, the supervisor, being acquainted with some of the phases of work going on in individual churches, spoke with the student about what departments or classes or groups he might most profitably visit, also as to what particular things he might observe, such as the strong and weak elements in a worship service, class session, or group meeting. In some instances the student was asked to make a written report of his observation, sometimes in the form of a freely written narrative, at other times in the form of a check list. Following the visit, the student brought his report to the supervisor and talked it over with him. This conference enabled the supervisor to note the student's keenness of observation, or lack of it, and indicated some of the particular things in which the student was interested. When this process was carried on for several Sundays, including the conference before and after each visit, the supervisor was in a much better position to know where the student might be satisfactorily placed.

In the cases of students who had had previous leadership experience, perhaps not only in their home communities but also in the college community, the supervisor deemed it advisable to enlarge their leadership experience by shifting them from leadership in one department or group to another. Before making a

shift in an individual case, it was necessary to talk with the student about the possibility of using his leadership powers in another group so as to give him an opportunity to study himself and to get experience in different kinds of work. For example, the supervisor found a student whose experience had been chiefly in Beginners' and Primary Departments, but who observed the work in a Senior Department and decided to work there. At the end of the college year this student said: "I have discovered that I like to work with Seniors better than with Beginners and Primaries. This has been my first experience with Senior girls." It is the opportunity of the supervisor to assist students in obtaining experience in the leadership work of a number of departments, so that they may find by actual experience the place or places where they work most happily and efficiently.

The supervisor recommends available students for leadership positions in the churches.--The supervisor may find available positions in the local churches, and he may find students ready to undertake leadership responsibilities, but many mistakes may be made in relating the students to the leadership opportunities. It is a genuine task for the supervisor and the church leaders to get the students and the positions so related that there will be happy and effective work accomplished.

In the program of supervision which we are studying the supervisor recommended students for leadership positions, but he did not have the authority to appoint them outright. Their appointments depended upon the joint approval of the church leader, the supervisor, and the student himself.

The supervisor recommends removals or changes in the work of student leaders.--The problem of removing church school leaders, when it is evident that the effectiveness of the given task

or the experience of the student justifies it, is usually a difficult one to be faced. How is this matter to be handled with student leaders? When conditions warrant changes or removals, what should be done? Sometimes there is a clash in the leadership personnel of a department, or the teacher is not suited to the particular class, or the departmental superintendent is irregular in attendance, or the leader is out of harmony with the interests of the group. In some instances the problems may be ironed out, so that it is not necessary to make a shift in the leadership, but in other cases this is not quite possible. When the latter is true, how shall the change be made?

The supervisor heard criticisms presented both by church leaders and by student leaders. He listened to statements of difficulty and looked for possible solutions. Whenever he deemed it best, after having considered the given difficulty from several angles, to make a change in the leadership position of the given student leader or to remove the student leader from this particular church, he made such recommendation to the student leader, to the church leader, and provided for the change in such a way as to conserve the student leader and the task itself. For example, a clash in leadership personnel occurred in a Primary Department. A student leader and a local church leader were involved. The matter was reported to the supervisor both by the church director and by the student leader. The student leader became somewhat excited about it. The supervisor, after several conferences, decided that the work of the Primary Department could be best conserved by removing the student leader. Although the student leader did not at first want to make the shift to the Junior Department, she agreed to do so and became quite happy in her work in this department.

The supervisor is in a position to view possible changes and removals from the angles of the development of the student leader and the best interests of the work of the local church group. If the director in the local church handles such problems without the assistance of the supervisor, the student leader may think that he tends to favor the regular leaders in his church. On the other hand, if the supervisor deals with such cases without the assistance of the local church director, he may be subject to similar criticism. In this study the supervisor found it best to study the given difficulty from all angles, and to take the initiative in providing for the change or removal, always considering both the development of the student and the interests of the local church.

The supervisor informs student leaders where helpful materials may be found.--When a student leader faces his particular task, one of the first problems that arises is related to materials--where can he find helpful materials? The student leader soon asks the supervisor for help along this line.

The supervisor was particularly fortunate in having access to a number of sources of helpful materials. At the beginning of the academic year a part of his task, and to a certain extent throughout the year, was that of showing the student leaders where they could find materials that would be valuable to them in their specific tasks. He pointed out to them, sometimes individually and sometimes in small groups, the types of materials available in the department of religious education, in the college library, in special collections of pictures and objective test materials which the supervisor had assembled, and other books, pamphlets, and leaflets. He suggested to individual students that they ascertain what books and other materials were available in the

churches where they had begun their work. He encouraged them to spend time in looking carefully through these available materials. For example, he suggested to a leader of a small church school worship service that she look through the materials of worship and make a list of the ones she thought she might use during the year, and later make another list of the ones which she actually used. In her report to the supervisor at the end of the year, she indicated that she had used the following: Rex, We Worship; Maus, Youth and the Church; Stacy, Worship for Youth, Vols. I and II; Price, One Hundred and One Hymn Stories; Price, More Hymn Stories; American Church and Church School Hymnal; International Journal of Religious Education; Bethany Church School Guide.

In helping the student leader to become adjusted to his leadership work and to perform satisfactorily in it, the supervisor found it helpful to have bibliographies provided, especially on the following topics: worship; recreation and social life; stories; dramas and pageantry; vocational guidance; teaching methods. These bibliographies were prepared by individual student leaders who were interested in particular topics, such as storytelling and drama, and by class groups as a part of their class work. These lists of books were provided on 3 x 5 cards and were filed in the office of the department of religious education for the use of student leaders as well as students in general.

The supervisor studies student leaders at their work.--
The supervisor employed several means to assist him in his study of the student leaders at their work. He personally visited the student leaders in the worship services, or class sessions, or group meetings which they were conducting. He sent supervisory assistants to observe particular phases of the work being carried on by the student leaders; these observers made use of special

check lists for the observation of worship services and class sessions, and made verbatim or stenographic reports of their observations. The student leaders themselves made reports at stated intervals to the supervisor; sometimes these reports followed regular forms, while at other times they were presented in the form of freely written narratives. A report was obtained monthly for a time from the church leaders relative to the work of the student leaders. Conferences were held by the supervisor with the student leaders individually and in groups concerning the problems they were facing in their work. Illustrations of these various means are presented in Chapter III.

Summary.--In assisting student leaders in becoming adjusted to their fields of service, the supervisor (1) is concerned with the growth of the student leader and of the members of his group; (2) serves as the connecting link between the student leader and the church; (3) studies the leadership opportunities in the churches; (4) suggests that students visit and study the work of several departments before being located; (5) recommends available students for leadership positions; (6) recommends removals or changes in the work of student leaders; (7) informs student leaders where helpful materials may be found; and (8) studies student leaders at their work.

CHAPTER III

SUPERVISION PROVIDES FOR THE OBSERVATION, ANALYSIS, AND IMPROVEMENT OF LEADERSHIP ACTIVITIES

Basic knowledge for use in improving the work of student leaders can be obtained through the direct and indirect observation of their leadership activities. There are various procedures which may be employed to assist the supervisor in observing and analyzing the actual work of student leaders. This chapter presents some of the instruments used in this study, and suggests some of the values to be secured through their employment.

Supervision provides for the recording of time spent in religious educational work.--Sometimes student leaders do not get along well with their leadership work in the churches largely because they use too little time in preparation for their work. They often feel that they are using a lot of time, when in fact they are using very little. In this study it was found helpful to provide an instrument that would give them a definite opportunity to record the actual time spent in preparation for their work at the church and to indicate the time they spent at the church. A single sheet was sufficient to record the information for each month. The information thus presented to the supervisor enabled him to know the amount of time that was being invested in each student leadership position, and to compare the amount of time spent by different student leaders upon similar or varied tasks. This instrument furnished the supervisor definite data for individual and group conferences with the student leaders.

A study of a few of the reports regarding time spent in

religious education reveals the following information: a leader of a worship service in a small church school spent $11\frac{1}{4}$ hours during the month of November in preparation for five worship services, and in connection with her work spent 10 hours at the church; a director of religious education spent $16\frac{1}{2}$ hours in preparation and 21 hours at the church during November; a teacher of a week-day class in religion at a junior high school spent $19\frac{1}{2}$ hours in preparation and 7 hours at the high school during November; a teacher of a class of Intermediate girls spent 10 hours in preparation and 5 hours at the church during November, and 5 hours in preparation and 3 hours at the church in December; another teacher of a class of Intermediate girls spent 7 hours in preparation and nearly 8 hours at the church during December.

Table IV presents the report of a student leader who was serving as director of religious education in a suburban church of 400 members. This person had formerly served as full-time paid director in another church. Her report indicates the use of a rather large amount of time in leadership work for a student carrying on graduate work, but during this period the student made no grade below a "B". She was required to give no specified amount of time to her church work, but carried on largely because of her interest in seeing things done. For her services in the local church this student received only money sufficient to care for her carfare.

TABLE IV
TIME SPENT IN RELIGIOUS EDUCATION WORK

Name of Religious Education leader <u>Miss X</u>		
Name of church <u>A suburban church</u>		
Leadership position <u>Director of religious education</u>		
<u>November</u>	<u>Hours at Church</u>	<u>Hours in Preparation</u>
1	3½--Sunday work	
2		2--Conference with minister
3		1--Conference with supervisor
4	2½--Educ. Com.	1--Study for conference
5		
6		
7		½--Dept. conference
8	2½--Sunday work	1--Study for workers' conference
9	3--Workers' Conf.	
10		
11		
12		2--Conference with minister
13		concerning plans
14		½--Dept. conference
15	2½--Sunday work	
16		2--Planning worship services
17	2--Adult party	1--Planning worship services
18		
19		
20		
21		½--Dept. conference
22	2½--Sunday work	1½--Planning worship services
23		
24		
25		
26		
27		1--Planning worship services
28		½--Dept. conference
29	2½--Sunday work	2--On Christmas pageant
30		
Total	21 hours	16½ hours

Supervision secures reports from church leaders concerning the work done by student leaders.--Local church leaders, especially the minister, the pastor-director, the director of religious education, and the departmental superintendent, have opportunities to observe the work of student leaders from angles somewhat different to the approach of the college supervisor. Their observations should be of value to the supervisor. In this study an attempt to make use of their observations was made through the employment of a report from one of the church leaders, usually the director of religious education or the minister or pastor-director, to the college supervisor. A form report was worked out to enable the church leaders to present their information on specific points deemed of value by the supervisor. In some instances these form reports were supplemented by letters from the local church leaders, although this was a rare occurrence. At first the supervisor thought it would be well to have such reports made each month, but experience showed that it was neither quite possible nor really necessary to have them made that often. It was found that a quarterly report was sufficient, that the first report helped the supervisor to understand somewhat how well or how poorly the student leader was getting started in his work, and to discover how the local leaders analyzed his strength and weaknesses, and that the succeeding reports served to indicate from the local church point of view what progress was being made by the student leader. Table V presents a typical report made by a pastor-director following the student leader's first full month's service in his church.

TABLE V

REPORT OF STUDENT LEADER'S SERVICE IN LOCAL CHURCH

For month of October, 1931
Name of student leader Miss Y
Name of church A city church
Name of pastor A pastor-director
Name of director or superintendent _____
Department in which student leader works Senior
Class in which student leader works Second Year Girls

1. Number of times student leader was absent during month None.
2. Number of times student leader was absent from morning church service None.
3. Check (x) which of the following meetings the student leader attended during month:
☒ Monthly Workers' Conference
☐ Educational Committee Meeting
☒ Departmental Conference
☐ Church Board Meeting
☐ Choir Practice

4. According to your observation, what are the student leader's strong points of leadership ability?
 - a. Intense earnestness.
 - b. Enthusiastic interest in work.
 - c. Splendid viewpoint.
 - d. Readiness to work.
 - e. Full and sympathetic cooperation.
5. According to your observation, what are the student leader's weak points of leadership ability?
 - a. Needs to develop a little more forceful expression.
 - b. Needs to cultivate sociability.
6. Write a frank criticism of the student leader's work in your church during the past month, making suggestions as to how

weaknesses may be overcome.

a. The work of this student leader has been of a fine type and has had excellent influence in the school and church.

7. Personal suggestions you would make to the college supervisor.

a. Encourage this student leader to fuller self-expression.

Name of person making report Pastor-director

At the end of a period of nine months' service of certain student leaders the supervisor desired a report from each church concerning the student leaders. He sent a letter to the director of religious education or minister of each church and enclosed a semi-report form asking for an evaluation of the elements of strength and weakness of each student leader. A good response was received. The results are set forth in the following paragraphs, which present the estimated elements of strength and elements of weakness of eight student leaders:

Student Leader L: Elements of Strength--a personal attractiveness, friendliness, cheeriness, which is rather captivating; familiarity with many subjects; versatility of thinking; fairmindedness; initiative; willingness to take responsibility and to carry it through; skill in leading a discussion. Elements of Weakness--a slight tendency toward accepting tentative conclusions as final, and toward over-sureness of his command of materials; should be watched to avoid adopting permanently immature ideas.

Student Leader M: Elements of Strength--cheerfulness, personal attractiveness, and a "winning" approach to people; good judgment; ability to analyze a situation and to lay out a course of action; initiative; resourcefulness; energy; application to the work in hand. Elements of Weakness--a slight tendency to reach conclusions without taking all of the facts into consideration and evaluating them (this leader considers this an ability to make up one's mind quickly, and thinks of it as a good quality); a tendency toward brusqueness, which might be a handicap in a position as director of people; a tendency toward impatience with people; a tendency, apparent at times, to express reactions with reservations which leave hearers "not quite sure" as to leader's real feelings.

Student Leader N: Elements of Strength--a personal charm; enthusiasm for thing in which interested; an aggressiveness in certain situations; sincerity. Elements of Weakness--an unbalanced emphasis on things in which interested; a lack of ability to take into consideration all of the needs of a given situation; a tendency to hold back when sharing a responsibility; lack of skill in cooperating with another leader; only an average ability in leading a discussion; some timidity.

Student Leader O: Elements of Strength--a somewhat subtle ability to develop loyalties within a group of young people; sincerity in all relationships. Elements of Weakness--a tendency to treat notions as ideas; some lack of clarity in thinking.

Student Leader P: Elements of Strength--sweetness of spirit;

careful preparation of subject matter; cooperation in new and unusual situations; wholesomeness, sincerity, conscientiousness; presents material in a pleasing manner. Elements of Weakness--too deliberate for work with young children; children are usually one step ahead, and take advantage of leader's apparent indecision.

Student Leader Q: Elements of Strength--careful preparation of subject matter; contagious enthusiasm for work; alertness in turning an unexpected situation to advantage; charm of manner; cooperativeness; initiative in suggesting changes of procedure or other means of improvement; dependability. Elements of Weakness--a certain nervousness of temperament which is exciting to children; voice is pitched high, perhaps increasing the effect of nervousness; lack of training in instrumental music a handicap.

Student Leader R: Elements of Strength--a pleasing personality; interest in group; participation in group recreation; faithfulness; cooperativeness; reliability. Elements of Weakness--slightly lacking in self-assurance; does not assume a very positive guidance of group activity.

Student Leader S: Elements of Strength--knowledge of age-group dealt with; interest in and acquaintance with individual pupils; skill in building a curriculum based upon pupil experience; skill in motivating and developing pupil initiative; positive guidance of group without teacher domination; skill in developing individual and group worship; cooperation secured from other workers; reliability. Elements of Weakness--(none mentioned).

In addition to the form report, used in certain situations in this study, some use was made of a freer or unguided type of report. The supervisor asked the church director of religious education or minister to write freely his frank reactions concerning each of the student leaders working in his church. The results obtained by the use of this procedure are illustrated by the following letter received from a director of religious education:

This month completes one quarter of the school year, during which some of the students of the _____ School have been working in our church school. The service of these students has strengthened the work of our school a great deal. Perhaps you would like just a word as to my reactions to the individual students.

Miss _____ has done a very fine piece of work with the sophomore girls and also, in cooperation with Miss _____, in sponsoring the freshman-sophomore group on Sunday evenings. The young people are very fond of her and she seems to have

won their loyalty. She has had opportunity to gain experience in handling study and social activities regularly and worship activities intermittently. In all of these she has displayed marks of leadership and technical skill.

Mr. _____ has done very good work in the junior-senior high school group. His success has been realized especially in his intellectual leadership. It is also a pleasure to say that I believe his grasp of the significance of social contacts within a group and his ability at guiding the group activities have improved decidedly. We like to feel that the students not only render a contribution but are able to make definite progress during the time they are here.

Mr. _____'s work with the special group of junior-senior high school young people has been especially interesting. He has taken this group with a record of disorderliness and aimlessness and has led them into a very worth while discussion program. He has an unusual capacity for laying constructive channels. His work with several other groups has been equally commendable.

Miss _____ has been with us over a shorter period of time, but during that time seems to have created a real interest on the part of her group of young people. This is a hard group to work with, and even a little success is much to her credit. I think that her work will meet with increasing results as her service increases.

We are very happy in our relationship with the _____ and hope that it has benefitted the students themselves.

Supervision secures regular reports from student leaders.

--Student leaders are in a position to help in the supervisory process by presenting at regular intervals something of a picture of their work in the form of reports to the supervisor. These reports have value both for the supervised and the supervisor. They stimulate the supervised to think through their leadership activities and to make a definite record for themselves and the supervisor. They provide for the supervisor a resume of what the student leaders are doing and propose to do.

During the course of this study two types of reports were used. One may be designated as the guided and the other as the unguided type of report. In the use of the guided report the student leader was asked to furnish definite information on the

following items: name; church or institution; location; type of leadership work--day, hour, age-group, class or club, sex, enrollment, average attendance; description of work--aims, methods, materials, results, problems solved during month, problems yet unsolved, plans for next month, books and magazines from which help was received during month, and other sources of help. In the use of the unguided report the student leader wrote freely a description of the work as he was carrying it on. As illustrative of the kind of information received through the use of the guided report, a student leader's report is presented in Table VI. This type of report enables the supervisor to secure information upon the particular items which he considers important both to the supervised and the supervisor. It seems, however, that this type of report tends to limit somewhat the freedom of expression of the student leader. At times the student leader seems to have difficulty in making his report according to the outlined form. Furthermore, student leaders are usually not very desirous of making out reports of any kind; some even rebel against the idea. Yet there are others who take a genuine delight in reporting in detail their leadership experience and problems.

In addition to making monthly reports on the regular guided form, one student leader gave the supervisor a weekly report on the several activities which she directed on Sunday morning in a country home for convalescent children. This weekly report was presented in the form of a freely written description of what happened in the meeting of each age-group which she led, with especial attention given to noting the reactions of the pupils themselves. This record was faithfully made for each Sunday of the university year, with the exception of a few Sun-

TABLE VI

STUDENT LEADER'S MONTHLY REPORT TO SUPERVISOR

Name Miss R Work done during February, 1931
Church A community church Location In a large city
Type of work: Day Sunday Hour 10 A. M. Age-group 18-25
Class x Club _____ Sex Both Enrollment 10 Average
Attendance for Month 7

Description of work:

1. Aims
To discover where we get our ideals.
To gain victory over false ideals.
To acquire worthy ideals.
2. Methods
Discussion and lecture are both used. Any personal experiences offered are related to the matter in hand, so far as possible.
3. Materials
We have decided to follow the subject as presented by Fiske in "Jesus' Ideals of Living."
4. Results
A greater interest is evidenced. A change in attitude and ideas has been mentioned by a few. Consideration for ideas and thoughts of others is growing, and a few show definite steps in bringing changes into their lives. One member has started to night school. In discussing the Kingdom of Heaven last Sunday, the class held for two hours and then reluctantly went home, although the class was dismissed several times. Another session on the same subject was requested by the group.
5. Problems solved during month
Had a first class business meeting, for which we have been striving. Written reports made by all chairmen. An election of officers was held. A social time and refreshments arranged by social committee. Proof of the solving was a finer spirit of friendliness and cooperation after our experiences together.
6. Problems yet unsolved
Outside work by class members is still unsolved. Of four people who accepted responsibility to report on a chapter

in the text, one brought a written statement made by his father on the chapter, one failed to read it but came, one failed to come to class, but the following week said the book was intensely interesting and asked for further references. The fourth brought a written statement of the thought of the chapter. Perhaps we are beginning to solve this problem, but it seems to be only a beginning.

7. Plans for next month
Business meeting and social planned for first week of next month. Curtains for room in process of being made. Pictures are yet unframed. Monogram or shield of class now being made.
8. Books or magazines from which I received help during month
Wieman, Methods of Private Religious Living
Fiske, Jesus' Ideals of Living
Mathews, Jesus on Social Institutions
Bower, Character Through Creative Experience
Burton, Nature and Direction of Learning
The Christian Century
9. Other sources of help
Conklin, Psychology lectures
10. Supervisor's Comment
This report helps the supervisor to visualize the work of the student leader. It indicates directions or goals, procedures, materials to be used, some achievement in problem-solving and a realization that more problems need solution, and specific changes in attitudes and ideas of pupils. It is clear that an endeavor is being made to help the pupils grow personally in their ideals and conduct. The aims, however, need to be stated more definitely in the direction of desirable changes in conduct.

days when this leader was on vacation. In typewritten form these reports amounted to nearly 150 pages in the supervisor's file, and they provide valuable materials for research purposes in the study of student leadership activities. It is obvious that only a mere sampling of these reports can be presented here. To illustrate them, one example is presented of work carried on with each of the following groups: a nursery class; a second and third grade class; a bedside class in a girls' ward; and second, third, fourth, fifth and sixth grades in a worship service.

Report on Nursery Class

We began by singing songs suggested by the children. One of them was the one we had begun learning the Sunday before. We started to learn--

"All things bright and beautiful,
All things great and small,
All things wise and wonderful,
Our Father made them all."

We then discussed why we need sheep. One little girl volunteered that "Jesus and Holy Mary made the sheep." They remembered that our clothes were made of wool. I had one of my helpers pass around the little lamb and let each one hold it. They were very excited about it, but were not selfish in passing it on to the next child. I asked them as to who cared for the sheep. As no one seemed to know, I told them about shepherds. (Again one of the children wanted to go to the toilet and the others got the idea. I appealed to their pride as I did the Sunday before, and that ended the matter.)

I showed them a picture of a man "of a long time ago" who was a shepherd. They wanted one and I promised to bring a toy one the next Sunday. I then asked them if they wanted to play a game, and, of course, they did. We drew our chairs up close together, with one opening for a door, to form a barn. I was the shepherd and led them to a place in the room to eat grass (which they did eagerly, on all fours). Then it was hot and I found water and shade. Then it was night and we went back to the barn.

When seated we sang a song and repeated the prayer we had started to learn the Sunday before. They had remembered it well enough to say quite a few of the words with me.

As they were marching out, one of the youngest and most retarded of the children in the group showed me a picture of a large building on a little card she had. "A church," she said. "We want a church. Bring us a church."

Report on Second and Third Grade Class

We repeated the shepherd poem we had learned and I gave them typed copies to keep.

I mentioned the fact that it would soon be Thanksgiving and that we might talk about some of the things for which we are thankful. I told them that the nursery class had named carrots, turnips, chickens, and so forth, but that we ought to be able to think of other things. We mentioned things we could see, hear, taste, and feel inside. Time does not permit me to write down all the ideas they had. One of them mentioned a beautiful sunrise that morning; another mentioned beautiful colors; another kind words; others music. One said that kindness made one feel different inside, and another said music did. We then read the following from copies I had given them:

"Praise the Lord for sounds we hear,
Voices of our playmates dear,
Merry bells and songs of birds,
Stories, tunes, and kindly words,
Praise the Lord for hearing."

I told them a story of a boy thanking the pump for a drink, but the pump said thank the water, and so on until the sun said thank God.

We looked at a picture of two children saying grace before a pile of corn and pumpkins. We discussed the idea that God did not give these things to the children, but how they worked too. We discussed the processes which food and clothing go through before being used, how God helps in all, but how we work too.

I suggested that we all bow our heads and in our hearts think what we were thankful for. I read the following prayer:

"We thank Thee, dear heavenly Father,
For music and all lovely sounds;
For all the beautiful things we love to see;
For food and growing things;
For sunshine and for rain;
For our friends and for Jesus who said, 'Fear not'.
For these things we thank Thee. Amen."

We spent the remainder of the period in learning "Praise the Lord for Sounds We Hear."

Report on a Bedside Class in Girls' Ward

We sang a number of songs which they chose from "One Hundred and One Best Songs". One which they frequently choose is "Abide with Me". I explained to them its connection with an incident in the life of Jesus. We sang "When Morning Gilds the Skies", and repeated the Lord's Prayer.

I spoke of how beautiful it was last Sunday out on the terrace and asked them that, although the day was not so bright, if they did not feel happy. They, of course, assented to the idea. I read the following poem:

"Little bird and flower and bee
Tell me that God loves me.
Sun and moon and rain, all three
Tell me that God loves me.
Moon and stars at night I see
Tell me that God loves me."

I asked them to tell me the stories of Jesus they liked and remembered. One girl mentioned the story of Jesus and the children, but did not want to tell it. I asked another girl or two to tell it, but they shook their heads. (Since the beds are rather widely separated, it is difficult to create a spirit of unity, and there is little response except good attention while I am talking and an occasional remark or question when I am showing a picture to them individually.)

I spoke of why we call the day Palm Sunday and continued the story of Jesus' last week. I tried to explain the reasons for the hostility of the Scribes and Pharisees. I put special emphasis on the washing of the disciples' feet, Jesus' calmness during the trial, and the sorrow of the disciples because they forgot that he said that he would go on living.

Report on a Worship Service for Pupils
in Second through the Sixth Grade

During the pre-session period we practiced singing "For the Beauty of the Earth." Typed copies of the responsive reading for the worship service were passed out for them to clip in their song books. (During the week the teachers have the children write the words to the songs we had learned in permanent notebooks.)

The outline of the worship program follows:

Hymn, "For the Beauty of the Earth." (First and second stanzas.)

Responsive Reading:

Leader: O that men would praise the Lord for his
goodness and his wonderful works to the chil-
dren of men.

All: The Lord is good to all; his tender mercies are
over all his works.

Leader: Enter into his gates with thanksgiving
And into his courts with praise;
Be thankful unto him and bless his name.

All: For the Lord is good; his mercy is everlasting;
And endureth to all generations.

Leader: We thank thee that thou givest us a share in
noble tasks,
We thank thee that thou ever givest strength
To him who asks,
And most of all, for that within each breathes
A holy flame,

That makes thy children seek to be like thee,
Our kinship claim.
We give thee thanks, we praise, we magnify
thy blessed name.

Hymn, "For the Beauty of the Earth." (Third stanza)

Lord's Prayer

Doxology

Story (King David recalling his youth as a shepherd and thinking how God cared for him as he cared for his sheep.)

Twenty-third Psalm in unison

Hymn, "Like a Shepherd Lead Us."

These illustrations of the unguided type of report suggest the following comments: (1) they permit the student leader freedom in describing the situation as she sees it; (2) they enable the student leader to present what she considers significant; (3) they present some direct comments of members of the group, but many are omitted; (4) they suggest difficulties which the leader faces; (5) they furnish the supervisor material for study and analysis; (6) they form the basis of conferences for improvement; (7) they present a picture of the work of the student leader, but not the whole story.

Supervision secures recorded observations of the work done by student leaders.--The direct observation of leadership activities gives the supervisor an opportunity to make a first hand study of given situations and often indicates strong and weak points which may not be revealed in any other way. During this study three forms of reports were used to record the observations made. One was the supervisor's report, which called for notations under the following items: name of person whose work is observed; name of observer; date of observation; church and location; age-group, including sex, enrollment, and attendance; type of group--whether class or club; items under which to de-

scribe observation in detail--room, worship service, discipline, personality of leader, teaching procedure, response of pupils, religious values, points which need attention, other remarks of observer. Another form of report was a true-false check list used by the observer in recording the observations of worship services and class sessions. This was sometimes used by the supervisor and sometimes by an assistant. A third form of report was the stenographic record, giving in detail what was said and done in the group sessions. The stenographic reports were made by competent stenographers, who not only knew the technique of stenography, but also who had made a study of the task of supervision in the field of religious education. An illustration of each of these may be sufficient to serve to illustrate the kind of results obtained.

Table VII presents a report made by the supervisor following the observation of a worship service and class session. The student leader, whose work was observed, participated only in the class session, but was present with his group of boys in the worship service.

The following observation of a worship service in a Senior department indicates some of the possibilities in analyzing and suggesting improvements, as suggested through the use of the check-list as a form of record. One of the difficulties faced in the use of this particular check-list was that the observer sometimes had difficulty in interpreting the items themselves. The observers who helped to make the check-list very seldom had this difficulty, but found that the list was not so good for use in the Beginners and Primary departments as elsewhere.

TABLE VII
SUPERVISOR'S REPORT OF OBSERVATION

Name of person whose work is observed Mr. R.
Name of observer The supervisor Date Feb. 1, 1931
Church A large city church Location Near university
Age-group 12-14 Sex Male Enrollment 20 Attendance 11
Check type of group: Class x Club _____

1. Room
Worship service was held in a well-lighted, well-ventilated auditorium with a seating capacity of approximately 100, about 70 being present on this Sunday. On the walls were pictures appropriate to the Intermediate age. Other equipment included a piano, a table for superintendent, movable chairs, hymn books, and classroom equipment with partitions between the classes. The boys' classroom, in which the student leader worked, was equipped with a table and chairs.
2. Worship service
Was conducted by superintendent. Program was as follows: Hymn, "When Morning Gilds the Skies;" repetition of Beatitudes, with informal comment by leader and members of group; a prayer led by visiting supervisor; hymn, "Onward, Christian Soldiers;" recognition of those who had been promoted from eighth grade; hymn, "True-hearted, Whole-hearted," and announcements.
3. Discipline
In worship service--good attention and cooperation. In class --boys were restless and not interested. There was kicking, pinching, nudging, throwing paper wads, lounging in chairs, pulling at table, tearing at oilcloth covering, etc.
4. Personality of teacher
Pleasant. Not seemingly disturbed by restlessness of boys. Strong, athletic. Displays little experience in teaching.
5. Teaching procedure
A discussion of the meaning of the Kingdom of God. Teacher asked questions to draw boys into discussion. The majority responded, but usually half-heartedly.
6. Response of pupils
Responses showed lack of any specific preparation. Three boys took part frequently; others to less degree.

7. Religious value

Discussion of religious ideas, or ideas about religion. It is a real question as to how far this discussion will carry over into the actual conduct of these boys, for it dealt with abstractions rather than concrete situations.

8. Points which need attention

- a. Another table is badly needed.
- b. Discipline.
- c. Use of source materials as means.
- d. Teacher needs to become acquainted with other materials than Christian Quest materials now being used.

9. Other remarks of observer

- a. The boys are keenly interested in basketball, and it seems they come on Sunday because of this interest.
- b. Actual problems which these boys face need to be discovered and dealt with. They are interested in action rather than abstractions. Beginning with problems of conduct and showing their relation to the Kingdom of God would be vital.

Observation of a Senior Worship Service

Church A large city church Department Senior
No. enrolled 66 No. present 37 No. on time 30
Theme Giving
Leader A senior girl Length of service 25 minutes
Observer An assistant supervisor Date Dec. 6, 1931

INSTRUCTIONS

1. The items of this check list are stated positively.
2. Familiarize yourself with this check list by reading it over very carefully several times before you attempt to use it.
3. Some of the items should be marked before the worship service begins; others should be marked following the worship service, rather than during it.
4. Mark each of the pertinent items plus or minus, indicating thereby whether it is true or false. Those items which do not manifest themselves in this service should be left unmarked.
5. Some of the items have several parts, one or more of which may be marked plus or minus. In such cases, mark these parts in order. For example, it may happen that the first part of the item should be marked plus, the second part minus, and the third part plus, which would mean that you should make these three marks in front of the number, as follows ($\frac{+}{-}$).
6. Explanatory notes may be inserted in connection with the various items, wherever you consider them necessary to explain your marks.
7. At the end of the check list you will find space for suggestions which you have to make for the improvement of this worship service. Please use this space well, by making your suggestions pointed.
8. Whenever possible, please attach a copy of the outline of the worship service.

CHECK LIST FOR THE OBSERVATION OF A WORSHIP SERVICE

I. WORSHIP ROOM AND ITS EQUIPMENT

- Plus 1. The location of the room in the building was suitable for worship.
- Minus 2. The arrangement of the room and its furnishings were conducive to worship.
- Minus 3. The room was adapted in size to the given group.
- Minus 4. The natural lighting was sufficient.
- Minus 5. The artificial lighting system was adequate and properly used.
- Minus 6. The room was healthfully ventilated.
- Minus 7. A healthful temperature was maintained.
- Minus 8. The seating was suitable for the given age-group.
- Minus 9. The number of seats was sufficient.
- Plus 10. The spacing between the seats was sufficient.
- Plus 11. The seats were so arranged that the given age-group could worship most effectively.
- Minus 12. Articles of equipment were arranged in an orderly fashion.
- Minus 13. Flowers were arranged tastefully and added to the worshipful atmosphere.
- Plus 14. The curtains and shades added to the attractiveness of the room.
- 15. The pictures were well selected and properly hung.
- 16. The blackboard was correctly placed and was neat.
- 17. Chalk and erasers were provided for the blackboard.
- Minus 18. Seasonal decorations were in season.
- Minus 19. The hymn books were evenly distributed.
- Plus 20. The hymn books showed proper care.
- 21. The assembly room was properly arranged for worship, even though it was later used for classes.

- Plus 22. There was a suitable musical instrument and it was in tune.
- Minus 23. Proper provision was made for wraps.
- Plus 24. The furnishings of the room were clean and neat.
- Plus 25. The color scheme helped to produce a worshipful atmosphere.
- Minus 26. The floor covering was adequate.
27. The tables were sufficient in number, of the correct height and properly placed in the room.
- Plus 28. Window panes were whole and clean.

II. TIME

- Minus 29. The worship service was begun on time.
- Minus 30. The program was adapted in time to the needs of the worshiping group.
31. The worshipers were present on time -
☐ a. all
☐ b. majority
☒ c. minority
- Plus 32. Leaders of the worship service were present ahead of time.
- Plus 33. Adequate time was given for training in worship.
- Minus 34. The time used in the worship service was properly proportioned to the total time available.

III. PROGRAM

- Plus 35. The program was carefully prepared in advance.
- Plus 36. There was a central theme or thought in the entire program.
- Minus 37. The theme of the program was effectively introduced.
- Plus 38. The theme of the program was seasonal.
- Plus 39. The program was adapted to the given age-group.
- Plus 40. The parts of the program were arranged in a climactic order.
- Plus 41. The program did not contain too much new and unfamiliar material.
- Plus 42. The program did not contain extraneous material.
- Plus 43. It was found that the policy of this department is to

provide a variety in its program.

- Plus 44. Ritual and form did not lessen the effect of the worship service.
- Plus 45. Necessary announcements were integrated into the service and made of positive value.
- Plus 46. The materials of worship were used as a means rather than an end.
- Plus 47. The Scripture was appropriate and effectively read.
 - 48. The group as a whole participated in the responsive reading.
- Plus 49. The story or talk was appropriate and effectively presented.
- Plus 50. The prayers expressed ideas and feelings natural to the members of the group and appropriate to the theme.
 - 51. The leader suggested ideas for prayer.
- Plus 52. The music was adapted to the age-group, appropriate to the theme, and produced a wholesome atmosphere for worship.
- Plus
- Minus

IV. LEADERSHIP

- Minus 53. The leader showed evidence of an understanding of the theory and technique of worship.
- Minus 54. The leader revealed experience in the conduct of worship.
- Minus 55. The leader conducted the program with purpose, sympathy, understanding and poise.
 - Plus 56. It was evident that the leader had made previous preparation for this service.
 - Plus 57. The leaders who had various parts in the service entered worshipfully into those parts.
- Minus 58. The leadership helped to create an atmosphere of worship.
 - Plus 59. The leader utilized the experience of the group in the planning and conducting of the program.
 - 60. The leader handled the problems of discipline so as not to distract from the worship experience.
- Minus 61. The leader had due regard for the time allotted to the worship service.
 - Plus 62. The leader utilized a proportionate amount of time for announcements.

- Plus 63. The personal appearance and attitude of the leaders were not distracting.
- Minus 64. The leader of music expressed a spirit of devotion and reverence.

V. TRAINING FOR WORSHIP

- Plus 65. It was found that there is a definite plan for training individuals for leadership of worship services.
- Plus 66. It was found that there is a definite plan for the training of members of the group for participation in worship.
67. Definite provision was made for specific training in the following elements of the worship service:

<u> </u> a. music	<u> </u> e. story	<u> </u> i. offering
<u> </u> b. prayer	<u> </u> f. talk	<u> </u> service
<u> </u> c. Scripture	<u> </u> g. reading	<u> </u> j. <u> </u>
<u> </u> d. dramatization	<u> </u> h. announcements	<u> </u> k. <u> </u>

VI. PUPIL PARTICIPATION

- Minus 68. An attitude of devotion and reverence was revealed by the members of the group.
- Minus 69. A spirit of good fellowship, combined with serious thinking and deep feeling, was manifested.
- Minus 70. There was general participation or cooperation by members of the group in each item of the program.
- Minus 71. The members of the group participated in the service with understanding, appreciation and enjoyment.
- Minus 72. Members of the group cooperated by punctuality and control of personal conduct.
73. Members of the group revealed an understanding of the forms and materials of worship.
- Plus 74. Individuals had a definite share in planning and conducting the program.

VII. RESULTS

- Minus 75. Provision was made for encouraging and aiding pupils to form the habit of private devotion.
- Plus 76. The training in worship was such as to aid the worship experience.
- Minus 77. The atmosphere of the room was such as to create a love of beauty.
- Minus 78. The program made worship a vital, helpful and genuine experience.

- Minus 79. The program clearly revealed to the group the nature, purpose and value of worship.
- Plus 80. The worship service revealed a relationship to the whole program of the church so that a continuity of the worshipper's experience was possible.
- Plus 81. The program provided helpful training for pupil leadership of worship.
- Minus 82. The program stimulated a general participation on the part of the group.
- Minus 83. The program seemed to produce a sense of the reality of God in the life of the worshippers.
- Plus 84. The program was arranged so as to relate the experience of the worshippers to God.
- Minus 85. The program was of such a nature as to stimulate the expression of self through the giving of life.
- Plus 86. The program was of such a nature as to stimulate the expression of self through the giving of money.
- Minus 87. The service provided a genuine opportunity for meditation and communion with God.
- Minus 88. Problem solving was stimulated and guided.
- Plus 89. The worship service stirred the confession of personal shortcomings.
- Minus 90. The service stimulated a positive faith.
- Minus 91. Advantage was taken of the reactions of the group to the service.

Suggestions for Improvement of Worship Service

1. Plan a series of worship services emphasizing the value of worship to Seniors.
2. Study the environment in which the worship services are held. See that the room is in good condition and order, and that the furnishings are properly arranged so as to provide a worshipful atmosphere.
3. See that the room is clean, sufficiently lighted and properly ventilated.
4. See that materials to be used are properly distributed.
5. Lessen the coming and going of persons during the program.
6. See that decorations, including flowers and other things, are in readiness before the program begins.
7. Secure greater participation in singing.

8. See that each program is carefully planned and uses enriching materials.
9. Prepare members of group to lead effective programs.
10. Encourage the development of a wholesome worshipful attitude on the part of individual persons.

This marking of the check-list shows rather clearly and definitely that attention should be given to certain things in order that the worship service may be made more helpful. The items marked "minus" reveal the need for specific attention to the arrangement, equipment and decorations of the worship room; the need for beginning the service on time and closing it in time; the need for introducing the theme more effectively; the need for a greater appreciation and understanding of worship on the part of the leaders and the other members of the group; and that the program needs to be vitalized in accordance with the experiences of the group. The items marked "plus" suggest certain good qualities noted by the observer, and which might well be considered by the leaders of the department with a view to conserving and furthering these positive values. The items unmarked should be studied to ascertain whether they were really applicable to this service and should have been marked either "plus" or "minus". The whole marked check-list is of value to the leadership group in forming the basis for some helpful discussions looking toward changes and improvements.

As suggestive of the sort of picture which can be obtained from the use of the stenographic record, the following observation, reported by an assistant to the supervisor, of a session of a week-day class in religion in a junior high school is presented. The teacher was a student leader. The enrollment of this class was 28, and the attendance on this particular day was 27.

Observation of a Week-day Class in Religion

Teacher: Sutton asked for a story this morning but it would not fit in with the lesson, so maybe we will have one next time. Just to review a bit -- what was our discussion about the last time?

Boy: The way we spend our spare time.

Teacher: That is right. We were working on a budget. Roy, could you give something about the budgeting of our time?

Boy: What do you mean? Eight hours for rest, eight hours for play and for your meals. Not eight apiece, but four hours for play.

Teacher: We want to know how much time you have for each thing during the day. How many hours are you in school?

Girl: Six hours.

Teacher: How much time did we say it takes to go to and from school? Let us answer one at a time.

Girl: One hour.

Teacher: How much time for helping with duties around the house? One or two hours?

Girl: One hour.

Teacher: Then we discussed our meals. How much time for them?

Boy: An hour.

Teacher: Some said an hour and a quarter, but it does not take quite as much time here at school so I think about an hour is right. How about study, Jean?

Girl: Two hours.

Teacher: Three hours, wasn't it? How much time does that leave for our leisure program? Jean, you figure that up for me, will you?

Girl: Four hours.

Teacher: How many of you plan something to do during those four hours? Has any one made out a program? Now that we have those four hours, what are we going to do with them? Jean, will you and Elmer go to the blackboard?

Teacher: Now let's list the things that we could do during those four hours. Some recreational program that we could have these four hours. We will take first one, then the other.

Boy: Go to a show.

Girl: Reading.

Boy: Y. M. C. A.

Girl: Y. W. C. A.

Boy: Athletics.

Teacher: What are some other things that you can do? What was that? Some one over here suggested something.

Girl: Dancing.

Teacher: Yes. That is something.

Boy: Playing cards.

Girl: Riding.

Boy: Basket-ball, foot-ball.

Boy: We have athletics.

Teacher: Yes, athletics would be included.

Girl: Work.

Teacher: Now we have a suggestion that work is a form of recreation. What do you think about that?

Girl: Well, I think it is. You can fix up your room and that would be working, yet you enjoy doing it and it is a rest from something else you have been doing.

Teacher: All right, let's put in work.

Girl: Visiting.

Teacher: Yes. That is a good one. Jean?

Girl: Games.

Boy: You have reading down twice.

Boy: No, that is writing. Writing letters.

Teacher: Do you sometimes draw for pastime?

Boy: Yes.

Teacher: Put in drawing.

Boy: Fishing and hunting.

Boy: Playing Ping Pong.

Girl: We have games down.

Girl: Hiking.

Boy: Swimming.

Teacher: One at a time please, because I cannot hear. What did you say?

Boy: Walking.

Teacher: That is a good one. If you are walking with a friend, would not that be double recreation?

Girl: Wouldn't hiking go under athletics?

Teacher: No, I think tennis, baseball and things of that sort are included in athletics.

Teacher: Now I want you to do this for me. I want you to think this through for the next two or three days and if you think of something that we have not mentioned here, put it down on a rough piece of paper. I would like to see what you do over two or three days time. Roy, I know that you have very little time in the afternoons but sometimes during the evening you might go to a show or do something like that and you can include that.

Boy: Is this just for between two-thirty and six-thirty?

Teacher: No, not necessarily. Just fill in a schedule of four hours for two or three days or a week and see what you do during your leisure time and we will see how it works out.

Now this is a summary of your discussion last time. We said recreation is re-creation. We want to live better mentally, physically, socially and spiritually. And you remember someone said that recreation is really more important than work because it helps to form our minds and character. You can judge a person by the type of recreation that he indulges in. Recreation helps you to do your work better. We are better fitted to do our work better after we have had some recreation when we become tired.

Now this morning we have another discussion that you are going to take up because some of you have asked for it. Some of you have said that you think a person can be a Christian and play cards, some of you think not. Some of you think you can be a Christian and dance and some of you do not think so. Suppose we list some advantages and disadvantages of these things and see what we really think about them. Elmer, you list the advantages, and Jean, you take the disadvantages. Which shall we discuss first, dancing or playing cards?

Boy: Playing cards.

Teacher: Do you want to think of all games played with cards such as rook, "spots" I call them, and all of the others? Let's give the advantages first.

Girl: I think it affords amusement.

Teacher: Now what is a disadvantage over against that?

Boy: This is an advantage. It quickens the mind.

Boy: A disadvantage is that it leads to playing for money.

Girl: Promotes cooperation.

Teacher: Just put cooperation. Let's think hard now. All of these things we do, we must have a reason for doing them.

Girl: In some cases it leads to bad habits.

Teacher: Some of you folks are not contributing. We want your opinions. How about you, Mary Kate Barnes? What is the good or harm in card playing? Can't you think of something? I will come back to you in just a minute.

Boy: It might keep you out of bad company.

Girl: It leads to social groups at home.

Teacher: You mean it keeps you at home?

Girl: It keeps you away from home, too.

Girl: Some people play so much that they do not take any interest in anything else.

Teacher: Too much interest in cards? That is not stated as you want it, is it? Suppose you state it.

Girl: Helps lose interest.

Boy: I think you ought to divide it into two classes. One is pure card playing and the other gambling.

Girl: I think card playing leads to gambling. Sometimes they do not gamble at home but they go to other places and gamble.

Teacher: Are you bearing out Raymond's idea?

Girl: No. He said there are two different types, but I think one leads to another.

Girl: I think you could draw a distinction though. You often see people play cards in their own home but you don't see so much gambling.

Girl: Yes you do, too.

Boy: You never learn gambling until you get outside of the home. I think it is the side lines that do you most harm. As long as you stay at home and just play for amusement, then I think that playing cards quickens

the mind.

Boy: You can gamble with any cards.

Girl: With anything.

Teacher: Talk louder, please. I cannot hear you.

Girl: I think that if you never learned to play with cards and did not know anything about them, then you would never be tempted to gamble.

Girl: Well if you learn to play fair at home, when you go outside you will have a tendency to play fair there.

Girl: Some have a weaker character than others and if they don't play fair you won't either.

Girl: If they did not learn to play at home they will learn to play later anyway.

Teacher: Here we have a new idea. How do you feel about that? I would like to hear from some of you boys.

Boy: You have to learn something about playing cards sooner or later and if you wait until you get out in the world you might learn it in the wrong way. If you learn at home, when you go out if people try to cheat you tell them that is not the way you play.

Girl: An advantage is that sometimes card playing will keep you from doing something that might be worse.

Teacher: We must think about all of these things. Later, some of you will be interested in playing cards and some will not, but we must think of these things and form our way of thinking about them.

Girl: Anything could be gambled on, and I don't see any harm in playing cards.

Teacher: What about playing for prizes? Let's talk about that. Jack Wheeler, what do you think of that?

Boy: I think that is gambling in a way.

Girl: If you play your best and make high score you are not gambling, but if you cheat to win I think that is gambling.

Boy: I think it all right to play for prizes because you do lots of other things to win prizes.

Boy: Aw, everything is a gamble.

Teacher: Is that the way you look at life? Then why are we studying the Christian life?

Boy: Everything is a gamble.

Girl: In most games, whether you are playing for a prize or not you want to win.

Girl: Prizes are given as a reward for the score that you have made.

Teacher: Suppose some people play just for that. Deliberately play with the idea of winning the prize. Don't you think that would be harmful?

Girl: Most people play for enjoyment.

Girl: One time there was a man put in prison for gambling and drinking. Some one brought him a picture of his mother and he said that he did not want to see it because it was his mother's fault that he was there. He said she had played cards for \$35.00 prizes and he played for money and was put in jail. He blamed her because he was there.

Teacher: Did you all hear that story? (Repeats it) What do you think about that?

Boy: It was her fault because she did not tell him the difference.

Girl: She wrote the boy a letter saying he had done wrong but he thought that she had done wrong too in playing for prizes.

Teacher: Now from this story what do you think a person's influence might do? What do you boys think about that? Whether playing cards would lead to something else in the wrong direction. If card playing was a stumbling block to some one else, don't you think that would be a disadvantage?

You see, when we take into account these pleasures we must determine what effect they have on the individual. Do these things help me physically, mentally, spiritually and socially? They should help us that way. We should not just do things to kill time. We have to think in what way these things will help us.

Boy: I think playing cards will help you mentally and socially.

Teacher: We do want to think these things through because we are at the age where we do think intelligently.

Now for next week, or rather Thursday, let's think of the advantages and disadvantages of shows, clubs, and dancing, and we want to have some ideas about these things. Now, may I have your notebooks?

You might make a note of these advantages and disadvantages as we have listed them on the board.

Let's be thinking about these things and ask our minis-

ter, Sunday school teacher, our parents, and others what harm they see in it and be prepared to bring some other contributions other than our own. Then we will have some judgment as to what others think.

Advantages of card playing

Amusement.
Quickens the mind.
Cooperation.
Keeps you out of bad company.

Enjoyment.
Helps you socially.
Keeps you from doing something worse.
Keeps you at home.

Disadvantages of card playing

Leads to playing for money.
Sometimes serves as a bad influence.
Sometimes leads to bad habits.
Sometimes leads to bad company.

Attracts from the home.
Helps lose interest in other things.
Waste of time.
Wrong to play for prizes only.

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COMMENTS OF OBSERVER

I believe this class session was very helpful in the building of the character of the individuals. The ethics of playing cards is a real problem to boys and girls of this age, and it is very important that they be given some specific ideas which will aid them in forming their own opinions. It is sometimes hard for us to realize how much real thinking boys and girls of this age are capable of doing. This thinking should be recognized and stimulated in order that their characters may be molded in the right way.

The teacher is to be commended on the way she is leading this group. She certainly manifested much interest in her work and equally as much was displayed on the part of her pupils. I liked the way she urged individual pupils to express themselves.

Discipline was good.

Participation was good and the contributions showed intelligent thinking.

At the close of the class session I was interested in one girl who came to the teacher to tell her that she had attended a card party on Wednesday night. The hostess told her guests that she selected that night for the party because her pastor objected to playing cards, so she had it at a time when she was sure that the pastor would be at prayer meeting and would not be likely to make her a visit at that time. I wondered what effect this incident had on that girl's thinking. I believe it might be helpful to the whole class if, at the beginning of the next class session, a similar incident should be related by the teacher bringing out the effect of the matter on other people's ways of thinking.

Another girl came to the teacher and said that she did not see any harm in playing cards, but her father and mother objected strenuously, but that when she got older she expected to play. I think it would be helpful to ask the class what they think a person should do in a case of this sort, and if they did not bring it out, suggest that even though they may not always agree with their parents in problems that arise, it is usually a safe thing to respect their ways of thinking and give up some things even though they themselves see no harm in them. Other people will admire them and when they get older, in some cases, they will realize their parents were right and will be glad that they complied with their ways of thinking.

Then I would take the incident of the boy who said, "Everything is a gamble." As that boy grows older and disappointments come, he is going to be more convinced of that way of thinking than ever. He should be shown how that idea might lead to his failure if he takes that attitude about everything he does and finally decides things with that idea in mind rather than go to the very root of questions and weigh ideas before reaching a final conclusion.

I believe if these incidents were brought briefly before the class and some definite conclusion reached as to what would be the right thing to do, it would give the students something to think about and serve as an important step in helping them to form ideals which will be of value to them in solving problems as they grow older.

Comments of Supervisor

1. In listing leisure-time activities, does not the teacher tend to evaluate them herself rather than to lead the group to do so?
2. Does not this discussion open up the possibility of merely confirming opinions rather than helping the group to evaluate outcomes and to formulate principles out of the consideration of concrete instances?
3. Will another session capitalize the values in this discussion and lead the group toward more intelligent choices and evaluation of their recreational activities?

Supervision provides individual and group conferences for the analysis and improvement of leadership activities.--A large portion of the supervisor's time is used in individual and group conferences. During one college year he spent on the average four afternoons per week in either individual or group conferences with student leaders or local church leaders. In most instances the conferences included two in number--the individual student leader and the supervisor. In some instances where two

student leaders were working within the same department, the conferences included the two. In other cases from eight to ten persons were present in the conferences, including persons, such as the minister, the director of religious education, the general superintendent, the chairman of the board of religious education. the departmental superintendent, several student leaders, and the supervisor. During the first year of this study there was no group conference including all of the student leaders and the supervisor. It was felt, however, that such a conference would be of value. During the second year greater attention was given to group conferences. The group conference plan was worked out through a college course under the title of "A Laboratory Course in Religious Education." More than half of the supervised group registered for this course, which gave them three credits for each semester or six credits for the year.

The supervisor found it helpful to keep a dated record of all significant conferences with individuals and groups. During the first year he emphasized the recording of conferences with individuals, and during the second year careful records were made of the group conferences, with little attention given to writing up the individual conferences. The supervisor himself kept his own written record of the conferences with individuals and with some groups. A stenographic record was made of the work carried on through the laboratory course in religious education. As a rule, the individual and group conferences were written up very soon after they were held.

The conferences with individual student leaders were recorded in as brief form as possible, consistent with covering the significant matters dealt with. In many instances it required from one-third to one-half a page in single-spaced type-

written form to make the record of the conference. The record of each group conference, since it was a stenographic report, covered some eight to twelve pages.

Inasmuch as it is obviously impossible to present anything like a cross section of the records of these conferences, it has been considered sufficient to give a sample of each type of conference. As typical of the matters dealt with in the individual conferences, the following series of conferences with a student leader is presented:

Conferences with a Student Leader

February 1.--Following the Sunday morning class session of the Intermediate boys' group, which the supervisor had observed, the supervisor and Mr. R. remained in the classroom and had a brief conference. The supervisor suggested the need of another table, and that the two tables might be arranged in the form of a T or a square, which should help the order. It was suggested that something might be done to close the entrance to the room through which at times distracting noises come from other classes.

February 7.--Mr. R. and the supervisor went to the Religious Education Exhibit Room to look over some materials for use with Intermediates. They examined the following: Desjardins, Discovering How to Live; Neuberger, Right Living; Cowles, Problems in Living. Mr. R. was interested in the contents and procedures suggested, and borrowed these from the Exhibit Room for more careful consideration during the week-end. Mr. R. says that the Christian Quest materials on the "Kingdom", which he is using this quarter, are too abstract and intangible for use with his group of boys. He thinks, however, that the Christian Quest materials for the next quarter will be more nearly applicable to the needs of his group.

The problem of discipline was discussed. The boys had been very restless and mischievous during the class session on February 1st. Teacher versus group control in handling disciplinary problems was considered. The supervisor suggested that Mr. R. might lead the group in thinking through the whole purpose of having a group meeting on Sunday and the relationship which should exist between teacher and pupils, which would naturally lead to a consideration of the best ways of dealing with disturbing talking, nudging, pinching, and so forth, recently observed in their group session. The group would come to feel that they have a definite responsibility in this matter. It was further suggested that they might consider courtesy, cooperation, and self-control as related to their particular group.

February 14.--Mr. R. reported that he got along much better

with his boys last Sunday. He has found the materials by Desjardins, Cowles, and Neuberg very suggestive, and he plans to use certain pertinent sections to supplement the Christian Quest materials he is now using.

February 18.--Another table has been provided for Mr. R's classroom. This eliminates the crowding around one table and results in more quiet during the class period.

As a means of enlisting the activity of the boys during the week, as well as on Sunday, and to provide an opportunity for them to observe and evaluate deeds performed in their environment, the supervisor suggested the possibility of their working out a "Golden Deed Book." Each boy would take note during the week of deeds which he considered worthy of being written into the class book, would suggest them for discussion in the group on Sunday, when the group would evaluate them and decide as to which ones should be included in the class book. The project might be of positive value in connection with the study of the "Kingdom" now being made. It was suggested that Mr. R. weigh this possibility in his own thinking and use it or not as he saw fit.

March 15.--Mr. R. told the supervisor that the leaders in the Intermediate department are now considering the materials which they are to use next quarter. They are having a conference today to discuss them. Each one has been asked to bring samples of materials he thinks the group should consider. Mr. R. is assembling some materials from the Exhibit Room to take to the conference.

Mr. R. stated that his class decided last Sunday to work on a Golden Deed Book, and that each one present contributed one for evaluation at that time. A part of each class period will be used for this purpose.

A consideration of the records of individual and group conferences suggests the following things rather vividly: (1) that the student leaders were more concerned about the "how" and "what" of meeting their problems than about the "why"; (2) that the dominant need of the student leaders was to have some one to stimulate them to give time and attention to the definite consideration of their problems. Questions such as the following often appeared in the conferences: What are the best materials I can use with my group? What type of organization is suited to my group? What kind of equipment should I have? How can I handle disciplinary problems? How can I secure better cooperation? How can I become better acquainted with my group? What

teaching methods should I use? How can I provide a better record system? How can I get the treasurer to make regular reports? How can better attendance be secured? The "whys" back of these "whats" and "hows" were not so often of concern. The leaders need the stimulus of some one who will press them further back in the analysis of their problems. This is the challenge to the supervisor.

In this study it was found that the group conference, in which the student leaders and the supervisor participated, was of value in creating a feeling of comradeship in the leadership task, afforded an opportunity for raising and discussing problems, and provided a channel through which experiences were shared. Group conferences were held in connection with the laboratory course in religious education. The members of this group, the majority of whom were carrying on week-day religious education in two junior high schools, met for an hour and a half to two hours each week. A consideration of the plans and problems of their leadership work was the reason for the course and the meeting each week. The supervisor served as chairman. The secretary was a capable stenographer, who kept a detailed stenographic record of what transpired in the group sessions. This record was kept in a special minute book for the reading of the supervisor and the members of the group. The following excerpt from this minute book, giving the record for January 7th, is illustrative of what took place in the group conferences.

Minutes of a Group Conference

Present: Supervisor and four student leaders. These were working with week-day classes in religion in the Junior High School.

Supervisor: At the last session we decided to do one thing in particular today, after we had finished doing what we started doing last time. The thing we had not fin-

ished was the presentation of what each of us has been doing in his or her group. I believe three had presented their outlines and gave some discussion in regard to them, but one had not. I have asked her to lead off today by giving us a sort of resume of what has been going on in her "theological" society. After we have gone through that, the next thing we want to do is to bring forth some of the things we have learned during our three months' experience.

No. 1: Let me get my book.

Supervisor: We want to do as much as we can in both of these regards today.

No. 2: The work in my group has been mostly discussion. At first I presented the problems and when I was getting this up I happened to think that the problems I presented were artificial, and not as vital as the ones presented later. The first thing we discussed was cooperation. That, too, was rather artificial. We discussed cooperation in school, in home, at church, and in all phases of life, but did not get in as much cooperation in school as they need.

The second discussion was on selfishness, and that wasn't as good as it might have been.

The third was on loyalty and I found I had hit a good spot, and out of that came honesty. It grew out of the discussion on loyalty. I think that and one other have been two outstanding discussions during the whole semester. I gave them a test on honesty, with some good results.

After that I asked for their own problems. I discovered that while they have a lot of problems they don't realize them.

Supervisor: That is, they are not conscious of them.

No. 2: They aren't conscious of them. They have them, but don't know it. After this problem several asked for kindness. At the discussion on kindness one boy decided to leave the class because it wasn't religion. Then I turned the lesson into religion. We talked about what religion is and what religious education is.

No. 2: The next time we discussed home relationships, with family and with companions. Out of this grew a discussion of society, social customs, social life, etc. That and the discussion on honesty are the two best, so it shows they are wondering what they should do.

No. 2: The next time, just before Christmas, I had to bring in Christmas stories and poems. The first lesson after Christmas we discussed temptation. I have some of the papers here.

Supervisor: What does that mean?

No. 2: I took the temptations of Jesus. I took the Bibles to them and had them read the temptations from the Bible. Then I had them write the answers to three questions: (1) Which of the temptations is the hardest to overcome? (2) Which is most like the ones we face today? (3) How am I most tempted? Some of them didn't answer the third question. Some of them crossed it out. From now until the end of the semester we are going to talk about what it means to be a Christian.

Supervisor: Do we have questions we want to ask? Would we like to have samples of these papers? Would you like to read us a few samples?

No. 2: I shall pick out a few.

Random Samples of Responses to Questions on Temptation

1. The devil took Jesus up on a high mountain and offered him all the glory he possessed if he would in turn fall down and worship him.
 2. Today we are often tempted with the riches and glory which are sometimes beyond our reach.
 3. When I am mixed with a crowd of friends and the majority of them wish to do a certain thing which I hardly approve of.
- - - - -
1. I think the hardest temptation would have been the devil handing the world over to Jesus. I think so because I know it would be a great temptation to me to have the whole world handed over.
 2. The one that is most like today is - well, the devil tempts us every day in many things. I have no certain one. I know that many times a day I am tempted, but I do not mean to say that I have yielded.
 3. I think I have answered this question in the ones before this.
- - - - -
1. I think the temptation about the bread was the hardest because he was hungry having fasted 40 days and 40 nights. It took self-control and a backbone to overcome it.
 2. The third I think is the one most like the ones we have today. We are tempted much by money, large cities, clothes, etc.
 3. I am most tempted to be selfish. However, I have nearly overcome it. I have been brought to be unselfish, but I am tempted to do wrong.
- - - - -
1. I think the hardest temptation is the first one. Jesus had never proved that he was the son of God, and by turning stones into bread he could not only suffice his hunger, but the people would properly believe him.
 2. The third temptation is like the temptations we have to-

day. If men today who have money wanted to they could very easily ruin hundreds of people.

3. My hardest temptation is believing in God; believing that everything will come out for the best in the end. My situation has made this temptation possible. I have the joy of knowing that I am gradually overcoming it.
- - - - -
1. The hardest temptation to me would be for the devil to come to me and offer me wealth, and anything I would want. This would be a terrible thing - to give up your God to worship the devil for mere wealth.
2. Today we face the one in following the devil because he tempts us in many ways like being bad, dishonest and doing things he knows God would not have us do.
3. I am most tempted in doing things I should not, because I do things that I know God or his followers would not have done. I go places and leave Jesus on the outside. I know that is wrong. What can I do about this to overcome it?

- - - - -
No. 2: They don't like to write papers like this.

Supervisor: If you would tell them not to sign their names it would be better.

No. 2: I do tell them that.

Supervisor: If you are trying to get their real problems it is better to have none of them sign the paper.

Shall we go into the other question? That is, what have we learned from our experiences thus far? Can we put our fingers on certain things we have learned? You say we have learned more than we have taught. Now what are some of the things we really feel we have learned? Let us put them together and see what they look like.

No. 1: One thing I have learned is that they think as they do. They think more deeply than we think they do. That was really a revelation to me. I think their thinking is deeper than grown people give them credit for.

Supervisor: I believe that is a good point to think about. I found in a discussion group last night they did not have a very good appreciation of how much these Junior High School boys and girls really think. So your conclusion is that they are thinking more deeply than we have ordinarily thought.

No. 1: Then I have been surprised at this. I asked them about their attitude toward the Bible, and found out that they considered it old-fashioned and didn't like it. They are more interested in using the Bible now. I don't ask them to, but when I open mine they open theirs. They really appreciate the Bible when given an opportunity to use it. I had three poems brought to

me and these poems were a surprise to me. That has been interesting to me.

Supervisor: Can you give us the titles? Did they come spontaneously or because you asked for them?

No. 1: No, they brought them spontaneously. I asked for Christmas poems, and they brought books.

Supervisor: You use them when they do appear?

No. 1: Yes, I put them back in some way to let them know I appreciate them.

Supervisor: Do you have those poems connected with individuals so that you know which ones brought them?

No. 1: Yes, but I don't know the one today. It was the first time she had shown any interest.

Supervisor: Do you know which one?

No. 1: Yes, I know her when I see her. I don't have to call the roll, and that has been bad because otherwise I could associate names and faces.

Supervisor: That is another thing then - they are very much interested in anything that will help them in their lives. This poetry is an illustration that help is being found.

Life

"Not what we pretend,
It's what we are,
That molds our lot
At the journey's end.

"It's what we do,
Not what we fear,
That marks the love,
Received while here.

"It's where we go,
Not how we appear,
And the help we give
That spreads good cheer.

"So smile a bit,
And lend a hand,
And perhaps your life
And name will stand."

--Mildred Mastin

- - -

The Heart of a Child

"Whatever you write on the heart of a child,

No waters can wash it away,
The sands may be shifted when billows are wild
And the efforts of time may decay.
Some stories may perish, some songs be forgot;
But this engraven record, time changes it not.

"Whatever you write on the heart of a child,
A story of gladness or care
That heaven has blessed, or that earth had defiled,
Will linger unchangeably there.
Who writes it has sealed it forever and aye,
He must answer to God on the great Judgment Day."

--Clarence E. Flynn

- - -

The White Page

"The last bells sound upon the midnight air -
Their echo dies,
And suddenly a white page turns, and gleams
Before my eyes.

"How beautiful, how beautiful it is!
How clean and new:
This page that God hath given me to keep
The whole year through.

"Oh, I must be so careful how I write
In words and ways,
That I may make but perfect, lovely script
For all the days;

"And that I may write out each little hour
So clear and plain,
And letter every moment that there be
No blot or stain!

"God, help me make my written lines so straight,
My work so true,
That when You take the copy up at last,
It will please You."

--Grace Noll Crowell

- - -

Supervisor: Is there something else? These illustrations are good.

No. 1: Their interest in stories was a surprise to me.

Supervisor: There is a live interest in stories at this age? What indications do you have of that?

No. 1: They ask for them. They asked for a football story. Today they came up again with a request for a story.

Supervisor: Several?

No. 1: Three.

Supervisor: Did they ask for a particular kind?

No. 1: No. Just a story.

Supervisor: Have you told stories or read them?

No. 1: I usually read them.

Supervisor: How many times have you read stories during the three months?

No. 1: Five. I read four and told one - a Bible story.

Supervisor: What kind of response did you find to those?

No. 1: Good.

Supervisor: Were they attentive and interested?

No. 1: I suppose when everybody is quiet and listening it must be a good response.

Supervisor: Could you discern that the attention was because of real interest in what the story contained?

No. 1: I used the story "Growing Toward God," and had them tell it to me. That gave me an opportunity to find out whether it went across. They did bring it back beautifully.

Supervisor: Have you discerned any evidence of the story really making any difference in their lives, in their conduct?

No. 1: I cannot say that.

Supervisor: You have not been able to measure that?

No. 1: The idea of growth has been emphasized in all the lessons. In the one about fairness----.

Supervisor: Have you noticed any difference in fairness in the group which you could trace back?

No. 1: I can't say that I have. I wouldn't know where to put my hand on it.

Supervisor: The measurement of that is difficult. They may be having effects in their lives that we are not able to detect as yet.

No. 1: Since the story, "The Knight of the Pure Heart," there has been more interest.

Supervisor: You think there is increasing interest on the part of the boys - that is, more than on the part of the girls?

No. 1: The girls have always been interested. I have had a

better response from the boys lately.

Supervisor: You mean that when the two sexes started the girls were more interested?

No. 1: The boys acted smart. They didn't want to show their interest. They tried to show that it was sissy. That has disappeared.

Supervisor: I think that is interesting. The boys have become more interested. Have the girls become less interested?

No. 1: No. I have been calling on them more. They never know when I am going to call on them, so they perk up a little.

Supervisor: According to your judgment, have the boys in your group made greater growth thus far? That is, from where they were to where they are now?

No. 1: In interest, I do. This last time when I gave them that test on "What a Christian May Do," I was agreeably surprised at the good response from the boys. They usually put silly things on their papers, but this time I didn't detect any of that. This is the first time I have had 100% cooperation. On the true-false test one boy put plus all the way down just to be funny, but this time they entered into the spirit of the thing in a very fine way.

Supervisor: Were you able to deal personally with those who seem to be funny?

No. 1: I didn't do anything about it, except call on them more for discussion. One boy moved up to the front of the room. I don't know whether that was interest. Another boy forgot his assignment and came back to ask me.

Supervisor: If you were estimating the thinking of the boys as compared with the thinking of the girls which would you say was deeper, if any? Is there a distinction of that sort which might be estimated?

No. 1: I don't know. Some of the girls are right keen. I have about three who do good thinking. I told some of them I had been calling on them rather often.

No. 3: Did you do that before the whole group?

No. 1: Yes. Was that bad?

Supervisor: I believe it would be a little better if we could present it in a more positive fashion.

No. 1: I felt it may not have been a wise thing to say, but it slipped out and I see it.

Supervisor: In that particular, they likely have learned more than they would if they had not participated.

No. 1: I didn't think I ought to say it.

Supervisor: There are some who are a little quicker to respond than others because they are built that way, by heredity and environment. We want to give an equal opportunity to others because it is very profitable to them.

Do you have some more contributions you want to make, or shall we let some one else contribute? Mr. T., what have you?

No. 3: I have a bright idea. I can't give the results of it today. I had them write what they learned in my class. I thought it might be interesting to trace these back to the stories, Scripture and perhaps even jokes, and bring the results.

Supervisor: Do you think you can do that? Can you trace back certain responses to stories, talks and discussions?

No. 3: I think so.

Supervisor: Suppose we have some of that by next time. Shall we say two weeks hence?

No. 3: Two weeks. Some of the papers aren't in.

Supervisor: Leaving that, let us deal with some more specific things. What are the things in your experience which have particularly impressed you?

No. 3: Wherever it is possible to follow the interest of the group you get a far better response and are able to give them far more. A few times I have been handicapped. This morning I loaded up for the question - what is religion? It burst out this morning and I had some ideas ready.

Supervisor: How did you handle it?

No. 3: I threw it back on them. What do you think religion is?

Supervisor: Could you tell us what they said?

No. 3: The general impression was that religion is belief. Belief in what? They didn't know. Some of them had different ideas. Then I asked them about a man's belief in himself. They wanted to know what my belief in religion was. I said I was not going to tell them then. I had them write their definitions. They were very enthusiastic.

Supervisor: Read several of them.

No. 3: "I believe religion is the way a man believes in himself, his actions, and the things his mind tells him to do."

"Religion might be a belief in anything, a belief in God, in humanity, idols, money, or spirits."

"Religion is a belief in different things or one thing."

"I think religion is what a man, woman or child truly believes in and sticks to no matter what the punishment is."

Supervisor: Whether it is hell or something else!

No. 3: "I believe religion is believing in the God you worship."

"It is belief of the heart and mind, whether negative or positive."

One boy drew a picture of what religion is.

:	:	:	:			
:	RECREATION	:	SCHOOL	:	BELIEF IN GOD	:
:	:	:	:	:	:	:
:	R E			:	L I G I	:
:	:	:	:	:	O N	:
:	:	:	:	:	:	:
:	WORK	:	CHURCH	:	:	:
:	:	:	:	:	:	:

No. 3: They said they were going to ask their Sunday school teachers, preachers, parents, and look it up in the dictionary. One boy said he didn't think the dictionary would have all about religion. It was the most interesting and the most orderly session we have had. I had a drama on sacrifice. I started reading that. Two of the boys in the back were cutting up. Ray said that he made a New Year's resolution that he was going to act better. All at once the idea struck him and he got up and whispered something to the other fellow, and they straightened up right away, and both paid attention.

Supervisor: That is a real accomplishment in that direction.

No. 1: We will never really be able to see the results to any extent.

Supervisor: That is an indication that something is happening. If this boy made a New Year's resolution that he is going to do differently, and it really stimulates him, it affects him in that way - why, it is almost like seeing his character grow. We are not saying it is all grown yet. Did you ever go out in the spring after corn has been planted in the ground, right after a good rain? Farmers say they can almost see the corn grow.

No. 1: I tried something today that was a little different. I had the secretary sum up the discussion. I asked if they would repeat their points and she would take them down.

Supervisor: Suppose we insert the summary right here. What was the discussion today?

No. 1: I had the statement that if we were living at our best--

Supervisor: Suppose you hold that a minute and see if Mr. T. had anything else. Did you read all the play?

No. 3: I got to an exciting part when the bell rang.

Supervisor: Will you begin the next session by reading that, or how will it follow?

No. 3: I haven't decided that yet. They all want the play read.

Supervisor: Perhaps it would be better to proceed in that fashion and finish up the play.

No. 3: I rather think it will. The play will furnish a basis for the discussion of what religion is.

Supervisor: The other discussion is going to take considerable time anyway, if you follow it through, because you will want to collect all they have discovered from various sources. If they are going to ask their parents, teachers, preachers, etc., to check up on them.

No. 3: They really are interested.

Supervisor: They are interested in religion?

No. 3: They are interested in knowing what religion is.

Supervisor: Whether they are interested in doing it may be something else to consider.

Do we have any other general impressions? Suppose we stop at this point, and begin it just here next time with other impressions. I think we ought to gather together our experiences and have them in this record. It will help us. It will also be an exhibit for future years. This is the way things start that really do grow to be great trees.

No. 2: Our grandchildren may read about us.

Supervisor: Did your ears burn last night about eight or nine o'clock? I just want to say this word in regard to the visit to a certain church in the city last night. In brief it was this. In response to the invitation of the pastor to come and talk to his prayer meeting group, I went. The idea was to have me present some information in regard to the week-day work, with a view to sowing a little seed in what he called an inner circle in the life of his church, hoping that the seed would sprout and grow into a very live interest on the part of his church relative to the week-day work. He indicated that if these people got the idea that it would permeate through them to the outer edge of the church and would permeate channels which would yield financially.

I talked about thirty minutes in explanation of the whole idea back of our movement, and then talked about our set-up, the teachers, the boys and girls in the groups, and the fact that we have a week-day board of

religious education. Then I took quite a bit of time in trying to give them an idea as to what we are trying to do with the boys and girls, and spent most of the time with that point. Then followed a discussion, and they asked a good many questions. Those questions gave me an opportunity to unravel the thing a little further. At the close the pastor asked me, "What does the thing cost?" I said rather facetiously, "A pastor would ask a question like that in times of depression." It gave me an opportunity to say that the teachers have not been paid, and the only expenses have been for promotion, amounting to \$30.00 so far, but that we had a fond dream that may be realized some of these days, that the movement simply begun would grow into a movement all over the city which would cost money. It would mean that some would be employed for whole-time, and some for part-time, and that there would be a very definite organization. It would mean that churches would invest in the program to a rather large extent. They were very much interested in the idea that it would expand.

The pastor said he felt he could say it ought to cost that church anywhere from \$700 to \$1,000. A little seed may sprout one of these days in the life of the church.

Next Tuesday I am having a conference with the City Superintendent of schools and the Junior High School principals relative to the week-day religious education work. We are asking the two principals to state themselves very frankly. I asked them to make notations of anything they wanted to discuss. The superintendent felt it would be a good opportunity for him to be educated.

No. 2: What does it mean when the principal never comes to my class and always goes to Miss B's?

No. 1: I am afraid to think what it means. She comes on Thursday. She knows that the home-room teacher is away on that day.

Supervisor: Let us remember where we are to start. Just where we left off. Mr. T. will present any ideas he has. Very well. We are adjourned.

What This Conference Reveals

The written record of this conference presents a sort of cross sectional view of the type of work being done among the junior high school boys and girls. It shows that the leaders have endeavored to deal with their groups from the angle of their needs, even though they have floundered around somewhat in the discovery of those needs. It indicates a tendency on the part of the leaders to begin with a consideration of abstractions, but

the responses of their groups tend to lead them to the consideration of conduct. In dealing with their groups the leaders found that (1) many of them are unconscious of their problems; (2) they think more deeply than people usually give them credit for thinking; (3) they are interested in things and persons that will help them in their lives; (4) they are interested in stories, and seem to get values from them that affect their conduct; (5) following the interest of the group yields good responses from the members; (6) they are interested in knowing what religion means and of what use it is; and (7) at first the girls were more interested in the work than the boys, but the latter developed considerably in their interest and cooperation.

Shortcomings of Conference

Among the shortcomings of this conference the following may be mentioned: (1) The informal conversation resulted in poor sentence structure at certain points, which was perhaps not helped by being stenographically reported; (2) in the interest of getting ahead with the reporting of several leaders the supervisor lost some good opportunities to press the issues further and make some practical suggestions; (3) further analysis could well have been made of the statements submitted by the boys and girls; (4) greater emphasis could have been placed upon the importance of dealing with concrete problems in the experiences of the group rather than with abstract ideals.

Supervision enables the supervised to evaluate the supervisory process.--During this study two particular opportunities were given the student leaders to make their evaluations of the supervisory program as it had affected them individually. One of these was the writing of papers on "What Supervision Has Meant to Me." The other was the checking of an instrument, prepared by

the members of a class in the supervision of religious education, relative to the positive qualities of a supervisor in religious education.

The latter part of Chapter I presents a number of excerpts from the papers of the student leaders indicating what they had discovered about themselves and the supervisory process. The following sentences lifted out of these statements reveal something of their evaluation of the process of supervision:

The greatest thing that supervision has done for me is that it has taught me to analyze all situations.

Supervision has not given me orders as to what to do, but it has been more of a process of the supervisor thinking things out with me, giving me the benefit of other points of view, and of leading me into the most desirable methods of carrying on my particular task.

Supervision has been very helpful to me in assisting me in thinking through possible solutions to some problems I have had.

Supervision has caused me to stand by a hard task, when I felt inclined to give it up because it seemed that my efforts were fruitless.

Supervision has helped me to gain more confidence in myself. I now find it easier to go ahead, to tackle new things and to work them out as best I can. Supervision has provided guidance and encouragement.

My supervisor has helped me to judge people for what they really are. Through this help I have retained my faith in people, although I have been disappointed in several individuals.

Supervision has helped me to see myself as I really am.

Supervision has helped me to realize more fully the importance of knowing one's pupils, knowing the materials of Christian education, and knowing the technique of teaching.

I personally feel that I have received through the program of supervision invaluable suggestions and methods, which have not only already proved valuable but will continue to be of much worth to me in future experiences.

I believe that if the supervisor had personally given more attention to observing me on the job, and had brought to me constructive criticisms, it would have been very helpful to me. It may be, however, that I was not able to stand frank criticisms, and that the supervisor deemed it best to handle the observation through another person.

The supervisory process has touched me chiefly through the class in supervision. I think the class has been helpful in enabling us to "air" and share our common problems. The times I have felt up against it and have appealed for help, I have been left to my own resources. Perhaps the supervisor considered that a good point in supervising me! My work has been allowed to run its course without much direct supervision.

Since it is hardly practicable to give all of the comments in detail, it might be well to insert a summary statement. According to the opinions of the supervised, the process of supervision as it was carried on helped them in the following ways:

(1) To undertake their tasks with more purpose and understanding; (2) to see things in proper proportions; (3) to feel that the college is directly interested in them; (4) to understand themselves and members of their groups; (5) to discover their strong and weak points in leadership; (6) to face their weaknesses frankly; (7) to analyze problems calmly; (8) to analyze all problematic situations; (9) to think things over with a supervisor and other leaders; (10) to receive benefit from other points of view; (11) to appreciate the meaning of worship; (12) to understand somewhat better what teaching means; (13) to discover better methods and materials; (14) to learn to use methods and materials more effectively; (15) to make a better use of time; (16) to develop better study habits; (17) to deal more effectively with problems of discipline; (18) to gain more confidence in self; (19) to stand by a hard task and see it through; (20) to see that the most significant changes come about slowly; (21) to appreciate supervisory assistance.

During the course of this study it was suggested that it might be of value to devise an instrument to assist the supervisor in studying himself and in learning from the student leaders wherein he was weak and wherein strong in carrying on his task of

supervision. The supervisor and the members of a class in supervision, after some consideration and formulation of ideas that should be included, worked out the following instrument, which emphasizes the positive qualities of a supervisor in religious education. It was planned to be of particular use in this study, but it was thought that it might be of further use in local church school supervision. The student leader was asked to check which of the following thirty-six qualities were true of his supervisor:

1. Is definite and constructive in criticism.
2. Permits teachers or other leaders a reasonable amount of freedom in their leadership activities.
3. Permits teachers liberty in working out own ideas in teaching.
4. Inspires leaders with better ideals of personal living.
5. Inspires leaders with better ideals of leadership.
6. Has definite policies relative to routine matters.
7. Shows appreciation of leader's efforts.
8. Keeps teachers informed about new methods, materials, etc.
9. Gives practical guidance in improving teaching and learning conditions.
10. Exemplifies a good professional spirit.
11. Has a sense of humor.
12. Is constructively frank.
13. Is calm.
14. Is able to secure cooperation of leaders.
15. Secures confidence of those supervised.
16. Appreciates criticism of self and supervisory activities.
17. Is a good listener.
18. Is friendly with leaders.
19. Uses common sense in use of his own talents.
20. Enters into task in spirit of service.

21. Makes good use of time devoted to supervision.
22. Is able to judge abilities of leaders and to locate them in positions where they can work most advantageously.
23. Gives individual an opportunity to prove leadership ability.
24. Understands limits of own supervisory responsibility and does not trespass upon rights of other supervisors.
25. Makes judgments after deliberate consideration.
26. Deals tactfully with leaders.
27. Is capable of handling unexpected developments to good advantage.
28. Makes individual conferences with leaders helpful.
29. Makes group conferences of leaders interesting and practical.
30. Assists leaders in their own personal development.
31. Develops self-reliance and initiative of leaders in the work supervised.
32. Helps leaders to analyze their problems and find solutions.
33. Assists leaders in program building.
34. Shows evidence of seeking to improve his or her effectiveness as a supervisor.
35. Manifests willingness to help leaders with problems.
36. Helps leaders with problems at times when help will do most good.

The use of this instrument proved helpful in stimulating the supervisor to seek to measure up to the suggested qualities. A frequent reading of this list of qualities served to indicate to the supervisor that he was doing better or worse in certain particulars. This list became a sort of standard or series of goals for the supervisor in his work to endeavor to attain. The checking of the list by the student leaders was helpful to the supervisor in that it pointed out specific points wherein the supervisor was failing to carry on his work most effectively with

given leaders. It was found, however, that the student leaders were far less severe in their criticisms of the supervisor than the supervisor was of himself. They were more complimentary than analytically critical. While this instrument has some value for use in enabling the supervised to evaluate the work of the supervisor, its greater value seems to lie in the direction of helping the supervisor to look at himself and of stimulating him to greater effectiveness.

The use of this check-list suggests that it might be more effective if it were reconstructed so as to give opportunity to indicate the degree of each of the qualities named. This might be in the form of a graphic rating scale on each item. References to specific situations would be still more valuable.

Summary.--This chapter indicates that supervision (1) provides for the recording of time spent in religious educational work; (2) secures reports from church leaders concerning the work done by student leaders; (3) secures recorded observations of the work done; and (4) enables the supervised to evaluate the supervisory process.

CHAPTER IV

SUPERVISION ASSISTS STUDENT LEADERS IN THE SOLUTION OF SPECIFIC PROBLEMS

Since it is the task of supervision to seek to improve learning and teaching conditions, it would seem that an important step in this direction is to furnish assistance in the solution of the problems which the leaders face. The most effective supervision appears not to be that type which endeavors to solve the problems for the leaders, but rather that which seeks to solve the problems with the leaders, or furnishes assistance in the solution of the problems. Student leaders, who are in the developmental process themselves, seem to profit most by supervisory suggestions toward solutions of problems rather than to be relieved of the responsibility of actually facing and working toward the solutions of their problems.

Supervision helps to raise specific problems into the consciousness of leaders.--It is evident that student leaders have problems in connection with their work in the local churches, for they often indicate that things are not going along as well as they should like. It is also clear that they are not always conscious of the precise difficulties which constitute hindrances to the progress of their leadership work. Statements, such as the following, made by student leaders to the supervisor indicate a general haziness as to what the specific problems are: "Something seems to be wrong in my class." "I am not getting a good response from my group." "The attendance is falling off." "The materials we are using don't seem to be suitable." "The members

of my group are not responding satisfactorily to the discussion method." When such statements are made to a supervisor he knows that there must be something wrong, but he does not yet know what the precise difficulties are. It is his opportunity to probe more deeply, through the asking of searching questions, in order to discover exactly where the problems lie. In this way he can serve to raise the specific problems into clear consciousness, and to get below the surface. Symptoms are not necessarily causes. For example, if "the materials we are using don't seem to be suitable," what are the specific reasons why they do not appear suitable? In this situation the supervisor asks questions, such as the following: With what age-group are you dealing? What materials are you using? How are you using them? How much study do you give them? How much do the pupils study them? Are they based upon the experiences of your group? Are these materials sufficient, or should they be supplemented? Were these materials assigned to your group, or were they chosen by your group for definite reasons? What do the pupils say about the materials? If they do not study them, why do they not? Does the teacher like them? In the specific case in which this problem was dealt with, it was found that the particular difficulties were as follows: (1) The teacher was using the materials as ends rather than as means to serve in throwing light upon pertinent problems of the group of boys; (2) supplementary materials were needed; (3) the discussion method rather than the lecture method was needed. The supervisor is in a position to help student leaders to think their general problems through to specific issues, so that these may be grasped and used in working toward satisfactory solutions.

The practice of supervision reveals numerous problem areas

in which student leaders face difficulties.--As the supervisor works along with his group of leaders in various phases of leadership and from different angles, he finds streams of light thrown upon actual problems which are being faced. In this study problems were discovered through individual and group conferences, through reports received from student leaders and local church leaders, through direct and indirect observations, through a study of stenographic records made of the group sessions led by the student leaders, through parents and pupils. To list all of the specific problems, and to describe them in their situations, would require the recording of a vast amount of detail which might be more confusing than clarifying at this point. A listing of the areas in which specific problems were met might be more satisfactory. It should be remembered, however, that the problem areas when listed appear more isolated than they are in actuality. In actual practice much overlapping is found in both problem areas and specific problems. Problems are rarely met as isolated difficulties, but rather as interrelated situations. The following list points out some definite areas in which problems were met:

1. Lack of definiteness in program.
2. Selection of appropriate source materials.
3. Getting pupils to prepare for discussions.
4. Getting pupils to attend church services.
5. Discipline; order.
6. Securing participation of members in club work.
7. Too much time spent in getting organized.
8. Working effectively and harmoniously with another student leader.
9. Dealing with sex problems.
10. Keeping in touch with absentees.

11. Apportionment of time in club programs for social and discussional features.
12. Difficulties in using certain curriculum materials.
13. Dealing with sophistication in a young people's group.
14. Broadening youth's outlook on life.
15. Leading young people to have greater appreciation of members of other nations and races.
16. Dealing with problems arising out of certain conceptions relating to science and religion.
17. Discussing personality development.
18. Dealing with youth's attitudes toward war and peace.
19. Relating young people to the church and to religion.
20. Dealing with vocational and economic problems of young people.
21. Holding young people in a group in the face of outside attractions.
22. Securing punctuality and regularity of attendance.
23. Cultivating greater respect for the church and its property.
24. With Primary group coming directly from school, should much free play be allowed?
25. Should a given program be enforced when not all members of the group are interested?
26. How to provide for pupil participation in planning, executing, judging, etc., when a definite lesson quarterly is assigned to be taught.
27. How, and what kinds of, expressional work can be introduced to make the lesson real when there is a period of only twenty minutes for the class session?
28. Program materials.
29. Finding things that will hold interest of club.
30. How to overcome racial hatreds.
31. How to develop better attitude toward others in own social group.
32. Selection of valid criteria for judging character.
33. Boys' dislike for girls.
34. Getting members of group to feel responsibility for pro-

gram.

35. Deciding as to whether division of group would produce better results.
36. Dealing with a boy with a superiority complex.
37. Better organization of group.
38. Learning to know more intimately the daily life and background of the individual members of the group.
39. Inadequate music books.
40. Lack of appropriate materials.
41. Grouping mentally different types of pupils for most effective results.
42. How to make best use of schoolroom seating arrangement.
43. Having a regular pianist.
44. Getting the pianist to be on time.
45. Type of worship programs which will produce best results in spiritual development.
46. How to discover the actual needs of the group.
47. Working out a suitable program for children in a hospital ward.
48. Securing intelligent discussion.
49. Promptness in pupil attendance.
50. Securing respect for opinions of other members of group.
51. Motivation of pupil learning.
52. Promptness in beginning meetings.
53. Unifying young people's work.
54. Getting members of group to express themselves as to type of program they desire to meet their needs.
55. Getting officers of a young people's group to exercise more initiative.
56. Older people disturbed because of free and frank expressions of young people in discussion periods.
57. Topics too large for time allowed.
58. Materials and equipment inadequate.
59. Getting the more skilful to play with the less skilful.

60. Getting group to read references outside of text.
61. Using a true-false test at close of leadership training class.
62. Having appropriate source materials at hand.
63. Using the experience-centered approach.
64. Moving about and talking during worship service.
65. Spirit of worship spoiled by remarks of song leader.
66. Major portion of worship period used in making announcements.
67. Tardiness of pianist caused a shortened and confused worship service.
68. Conversation between superintendent and song leader during the call to worship.
69. Coolness and stubbornness displayed by song leader.
70. Poor ventilation.
71. Gloominess in assembly room.
72. Seeing that song books are properly distributed.
73. Poor cooperation in responsive reading.
74. Inadequate heating facilities in cold weather.
75. Orphan girls in group manifest fear.
76. Pupils do not study lessons.
77. Intermediate orphan girls were embarrassed when asked to indicate how they were classified in school.
78. What are the advantages and disadvantages of having a week-day teacher of a given group visit each Sunday that group when taught by another?
79. Classroom unattractive.
80. How to secure data on the historical development of a given denomination.
81. Stove allows gas to escape when turned off.
82. Uncomfortable seats.
83. Interruption to class work caused by superintendent and secretary.
84. Girls look out window and wave to friends as they pass by.

85. Teacher does not know names of pupils.
86. When offering basket was passed in the Primary department, a boy put in a nickel and took out a nickel, which was reported by other members of the group.
87. Singing in adjacent rooms hinders program.
88. Boys will not complete assigned work.
89. Junior high school group of boys meeting in a kitchen.
90. When teacher asked a boy to stand by desk for talking, the whole group of junior high school boys started talking at once.
91. The bringing in of more chairs at beginning of class session causes confusion.
92. Blackboard at side of pupils.
93. No blackboard, but one is needed.
94. Classroom dirty and not ready for use.
95. Securing sufficient expense money to pay carfare to and from church several times per week.
96. Adjusting to programs and policies of junior high school principals and teachers.
97. Having sufficient time to make contacts with parents of boys and girls in group.
98. Getting leaders within department to devote sufficient time to group conferences.
99. Sarcasm in group discussion.
100. Internal versus external control.

Supervision renders assistance in the solution of problems.--Effective supervision endeavors to help in the solution of specific problems as well as in their discovery and analysis. The most satisfactory procedure employed in this study for dealing with definite problems was that of having the student make a report to the supervisor concerning each problem. A special report form was used for this purpose. It provided space for the student leader to use under each of the following items: (1) Description of Problem; (2) Student Leader's Proposed Solution

to Problem; (3) Suggested Solution Agreed Upon in Conference with Supervisor; (4) How Suggested Solution Worked. This enabled the student leader to record the history of each problem, and stimulated careful thinking.

The procedure in handling given problems usually followed certain lines. Whenever a student leader became conscious of a problem on which he needed supervisory assistance, he wrote a description of it, and his proposed solution to it, on the special problem blank provided for this purpose. The sheet, containing the problem's description and proposed solution, was handed to the supervisor for his study. A conference of the student leader and supervisor followed and some solution was agreed upon for trial. Sometimes this proposed solution was one suggested by the student leader, and sometimes it was one recommended by the supervisor, and again it was a solution arrived at in a creative conference discussion in which both supervisor and student leader made contributions. Following the agreement upon a solution to be tried out, the student leader applied it to the problem situation to ascertain how it would work. After this trial, a report was made to the supervisor as to how the suggested solution worked. If it worked satisfactorily, the problem was then dismissed as solved. If it did not work satisfactorily, the whole problem was reconsidered.

A few illustrations will indicate how certain problems were dealt with by the student leader and the supervisor working in cooperation. Some of these examples show that the student leaders were grappling with fundamental problems of far-reaching significance, while others are suggestive of the lack of their experience in leadership work. This is as might be expected, for the more immature student leader tends to see the mechanical

and superficial difficulties more readily than the underlying causes. As his experience increases, and as his academic work becomes more significant, he traces his difficulties back through the symptoms to the more fundamental problems and causes. The supervisor finds it essential to deal with the given student leader where he is, and to assist him in the solution of the problem which he sees, reaching back as far as the understanding and experience of the student leader will permit, which is not always as far as might be desired.

How to Discover Needs of Junior High School Group

Student Leader's Description of Problem.--I am to teach a group of approximately thirty junior high school boys and girls in a week-day class in religion. I should like to help them face their actual problems in a wholesome and constructive way, but I don't know a great deal about this age-group. What are their characteristics, problems and needs? How can I discover them?

Student Leader's Proposed Solution.--Study the literature relative to early adolescence. Study the boys and girls themselves.

Solution Agreed upon in Conference with Supervisor.--Consult the available bibliographies in the Religious Education Library and in the State Circulating Library for significant references on early and middle adolescence. Make a list of the best available materials and study them earnestly, making a detailed chart of characteristics, problems and needs as revealed in the literature. Outline and mimeograph a form to use in securing the life history of each member of your group. Study the results obtained by this instrument, and make a list of the problems portrayed. Have the home-room teacher to give you her impressions as to each member of the group. Ask parents, pastors and friends for other information. Make use of test forms, available in the Department of Religious Education, for discovering opinions, interests and attitudes. Keep studying your particular group as you deal with them.

How Solution Worked.--By employment of these means and others which were suggested as the work progressed, the student leader came to a good understanding of her group. She obtained so much helpful information that she was able to make some of it the basis of a thesis study. Her work with the group for the entire year was based upon her discoveries as to the needs of the group. She used the discussion method and grew in her ability to lead the boys and girls in group thinking.

Lesson Materials Not Satisfactory

Student Leader's Description of Problem.--In looking over the materials being used in the various grades I find that they are not as good as can be obtained. Yet the leaders seem to be satisfied with them.

Student Leader's Proposed Solution.--Order better materials and give them to the leaders to use.

Solution Agreed upon in Conference with Supervisor.--Send to several publishing houses for sample copies. Put these into the hands of the teachers and have them evaluate them in the light of the ones they are now using. Present the whole matter to the Educational Committee and to the Workers' Council. In the light of the findings, have the Educational Committee to make the final decision as to the materials to be ordered.

How Solution Worked.--Teachers liked some of the sample materials better than what they were using. Workers' groups considered matter and thought certain changes might well be made. More satisfactory materials were then secured.

Developing a Worshipful Attitude in a Senior Department

Student Leader's Description of Problem.--The members of the Senior group have been accustomed to opening exercises. They are disorderly and noisy during the program. They seem to have little appreciation of what worship really means.

Student Leader's Proposed Solution.--Have more meaningful programs of worship.

Solution Agreed upon in Conference with Supervisor.--Have your committee on worship to make a study of the meaning of worship and to plan a series of programs which emphasize the real values in worship. In some of the programs use might be made of outside speakers to help to interpret the meaning of worship.

How Solution Worked.--An observation of this department three months later revealed a calmed and worshiping group of Seniors. It was found that a number of the Seniors had developed considerably in their ability to plan and lead helpful worship services. The attitudes of respect for the worship service, understanding of its meaning, and cooperation in it, were observed.

Getting Treasurer to Make Financial Report

Student Leader's Description of Problem.--As director of religious education I am having difficulty in getting an accurate view of the financial conditions. I have been serving as director for only a month.

Student Leader's Proposed Solution.--Somehow get a report from the treasurer.

Solution Agreed upon in Conference with Supervisor.--Ask the

treasurer to tell you what the per capita giving of the school was for the past year. If he does not know, ask him to give you an accurate report of the offerings made during the year, so that you may figure it out after consulting the secretary's record of attendance. Ask him also to give you an itemized list of expenditures during the past year, so that you may make some calculations as to the budget for the coming year. Also indicate to him that you are expecting an itemized report of receipts and expenditures to be presented to the workers' council each month.

How Solution Worked.--A report was secured showing the detailed record for the past year. A later observation showed regular reports to the workers' council, with a copy of each report given to the director for her notebook. Plans have been made to increase the per capita giving.

Disorder in Room During Worship Service

Student Leader's Description of Problem.--Much disorder in room. Late comers were welcomed loudly by men at the door, even after the service had begun. Children moved about and talked constantly. Real attention was not gained until the service was half over.

Student Leader's Proposed Solution to Problem.--Have late comers shown quietly to seats near the door. Have early arrivals occupy the front seats. Ask every one to come in and sit quietly until the service begins.

Solution Agreed upon in Conference with Supervisor.--Same as that proposed by student leader, except that the supervisor suggested further that the welcoming committee greet all comers before they enter the door to the worship room.

How Suggested Solution Worked.--On the second Sunday things were more quiet before the worship service started. The attention of the whole group was gained more quickly. There was less confusion at the door.

Too Much Time in Worship Program Used for Announcements

Student Leader's Description of Problem.--Announcements took up entirely too much time last Sunday, and they came at a time to practically spoil the good effects of the worship program.

Student Leader's Proposed Solution to Problem.--Have the entire worship program finished before the announcement period.

Solution Agreed upon in Conference with Supervisor.--Same as that proposed by student leader.

How Suggested Solution Worked.--On the following Sunday a better spirit of worship was maintained. After three Sundays' trial this policy was still working.

Tardiness of Pianist

Student Leader's Description of Problem.--Tardiness of the pianist necessitated a late beginning of the worship service, which resulted in a shortening of the program. It seemed to the leader that the program was disconnected and confused.

Student Leader's Proposed Solution.--Begin without the pianist, if she is not on time. Start on time every Sunday.

Solution Agreed upon in Conference with Supervisor.--Be as tactful as possible in handling this particular situation, for trouble at this point has arisen in this church before. Try to get the pianist to be on time by asking her to come early to look over some prospective preludes, or to practice for special musical numbers.

How Suggested Solution Worked.--The pianist was on time the following Sunday. The leader asked her to come early to practice a special soloist. The pianist was on time voluntarily the second Sunday. Whether she continues to be on time remains to be seen.

Ventilation

Student Leader's Description of Problem.--For several Sundays ventilation has been a constant problem. There is too much heat and the windows are kept closed. No one seems to realize just what is the matter. Probably poor ventilation is the cause of much restlessness in the worship service.

Student Leader's Proposed Solution.--See that the janitor is instructed how, when, and where to ventilate, and that he acts upon the instructions.

Solution Agreed upon in Conference with Supervisor.--Have a thermometer placed in the worship room, and see that the temperature is right and that the room is properly ventilated before the worship program is begun.

How Solution Worked.--The janitor could not be depended upon to see to the ventilation. It was necessary for the leader of the worship service to attend to this herself. The room was then healthfully ventilated and provided a more pleasant atmosphere for worship.

Inadequate Hymnal

Student Leader's Description of Problem.--Our hymnal is inadequate for worship services. There are very few real worship hymns in the entire book. The leader cannot find a sufficient number of appropriate hymns for use in the series of services she is planning.

Student Leader's Proposed Solution.--Purchase a new hymnal. If money is not available, try to raise it by special methods.

Solution Agreed upon in Conference with Supervisor.--Talk to the superintendent about the matter, and suggest that it be presented to the workers' council for discussion and decision.

How Solution Worked.--Matter was presented to workers' coun-

cil, and it was decided that a new hymnal could not be purchased at this time. The church is heavily in debt for its building, and all the money that can be raised by regular and special methods must be used to apply on the debt. A later consideration of this matter resulted in the purchase of a more satisfactory hymn book.

Distribution of Hymn Books
and Turning on Lights

Student Leader's Description of Problem.--The hymn books were not distributed until the service had begun, nor were the lights turned on.

Student Leader's Proposed Solution.--This situation could have been remedied, if the leader had been more thoughtful. The leader should make a memorandum on her worship program to attend to the lights and hymn books before the service opens.

Solution Agreed upon in Conference with Supervisor.--Same as that proposed by student leader.

How Solution Worked.--The leader made proper notation on her worship program. The hymn books were distributed and the lights turned on just before the service opened.

Names of Individual Pupils
Not Known

Student Leader's Description of Problem.--I do not know my Junior pupils by name.

Student Leader's Proposed Solution.--Have each pupil tell the names of the others in the class, so that the teacher may have an opportunity to learn them.

Solution Agreed upon in Conference with Supervisor.--Same as that proposed by student leader.

How Solution Worked.--Had one new pupil Sunday. I introduced her to the group, and asked each pupil to tell the names of all the others. They enjoyed doing it, and I learned to know their names much better.

Secretarial Matters Interfere
with Class Session

Student Leader's Description of Problem.--There is too much confusion and interruption in the class session caused by the secretary and superintendent. This seems to cause the pupils to lose interest.

Student Leader's Proposed Solution.--If the secretary and superintendent will cooperate, I think it could be arranged to have a table outside the door to take care of the roll, books, offering, etc.

Solution Agreed upon in Conference with Supervisor.--Have

secretary sit near the door. Talk with superintendent about having record made in the departmental group meeting.

How Solution Worked.--Records and offering are taken care of in group session. Interruption and confusion in class meeting have been eliminated.

Looking Out Window

Student Leader's Description of Problem.--Some of the girls insist upon sitting by the window where they can look out upon the street and wave to friends going by. This is distracting to the class work.

Student Leader's Proposed Solution.--Rearrange the chairs in the room, so that the pupils do not sit facing the window.

Solution Agreed upon in Conference with Supervisor.--Same as that proposed by student leader.

How Solution Worked.--The chairs were arranged in different ways over a period of several Sundays. They do not now have a very good opportunity to look out the window. The attention to the class work is much better.

Classroom Not Attractive

Student Leader's Description of Problem.--Although our church school building is new, the intermediate classroom in which my class meets is not at all attractive. The equipment consists of a blackboard, six chairs, a radiator and one window.

Student Leader's Proposed Solution.--None proposed.

Solution Agreed upon in Conference with Supervisor.--Make the room more pleasant and attractive by decorating it. Use appropriate pictures, and change them at least every two weeks. Use artificial flowers in winter and flowers in season at other times. Talk with the departmental superintendent about securing a desk for the teacher.

How Solution Worked.--Three weeks later it was reported that a desk had been provided, and on it were two candles. In the window there had been placed a vase of artificial flowers. Pictures were being used. Those which had already been used were the "Sistine Madonna," "Christ Blessing the Children," and "The Last Supper." The girls had become interested in bringing pictures of particular interest to them to place on the small corked bulletin board.

Securing Information Concerning History of Denomination

Student Leader's Description of Problem.--The lesson for next Sunday relates to the history and organization of the local church and denomination. The material in the quarterly is very brief and not sufficient for the teacher who does not belong to this denomination.

Student Leader's Proposed Solution.--Call up the superinten-

dent or church officer to obtain data relative to the local church. Also ask him what references to read concerning denominational history.

Solution Agreed upon in Conference with Supervisor.--Read about this denomination in Sweet's book, "Our American Churches." Consult the "Religious Census" in the college library. Consult "The Story of Religion in America," by Sweet. Confer with the director of religious education for information concerning the local church.

How Solution Worked.--Books referred to were used and furnished sufficient information on the denominational history. Because of the fact that the teacher was ill that week, she did not have opportunity to confer with the director of religious education as to the history of the local church.

Perhaps the examples given above will suffice to suggest the kind of procedure used in handling specific problems which arose from time to time in the course of this study. It may be well to point out some of the values which the supervisor found in the employment of this procedure. The fact that each student leader was expected to report regularly as to any problems which may have arisen served to make the student leader more alert in locating difficulties. The making of the report in written form forced some definite thinking upon the given problem, which in turn served to clarify the problem itself. The supervisor's asking the student leader for his proposed solution stimulated the student leader to think the problem through and to figure out what might be done to solve it. The conference with the supervisor provided an opportunity for two persons to discuss the problem and to consider various points of view and angles relative to it. The trying out of the solution agreed upon served to demonstrate the practicability of the proposed solution, and sometimes suggested other possible solutions. The whole procedure of recording the history of specific problems helps to encourage the student leader to follow a given problem through to some satisfactory solution, and not be satisfied by merely discovering the difficulty itself.

In general, it might be stated that the problems presented to the supervisor by student leaders included the following types: administrative; organizational; curricular; method; equipment; recreational; program; personal adjustment; psychological. The solution of each particular problem of each type is so dependent upon the surrounding situation that it is hardly possible to enumerate types of solution. Each problem must be analyzed in its own environment and a solution sought that will be in keeping with the circumstances.

Supervision reveals growth in the power of student leaders to solve their own problems.--A study of the supervisory records indicates that the student leaders grew in the following respects: (1) in their ability to state their problems clearly and pointedly; (2) in their analysis of the situations which presented problems; (3) in their suggestion of more satisfactory and significant solutions; (4) in their ability to deal with a problem through a longer period of time; (5) in their ability to carry a problem through to a satisfactory outcome; (6) in their ability to see the larger issues involved.

Summary.--This chapter suggests that supervision (1) helps to raise specific problems into the consciousness of leaders; (2) reveals numerous problem areas in which leaders face difficulties; (3) renders assistance in the analysis and solution of problems; and (4) reveals growth in the power of student leaders to solve their own problems and to see the larger issues involved.

CHAPTER V

THE PRACTICE OF SUPERVISION REVEALS CERTAIN POSSIBILITIES AND LIMITATIONS OF THE SUPERVISORY PROCESS

The test of the value of supervision lies in its actual practice. It is clear that a most excellent opportunity to understand the values of supervision is to study it in actual operation. This study of the practice of supervision with student leaders has revealed certain possibilities and limitations of the supervisory process. These possibilities and limitations are presented in this chapter.

The possibilities of supervision should be visualized by all concerned in the process.--To visualize the possibilities of a well-planned program of supervision is of value in stimulating the supervisor and his co-workers to put forth the necessary efforts and to invest time and money in an attempt to realize the possibilities. Where there is no vision the program of supervision perishes. But where there is an adequate visualization of the possibilities of improving the supervisory process until it results in wholesome responses on the part of the leaders and pupils, there is very little danger of the program failing.

Supervision tends toward the development of a professional spirit among the supervised.--In this study various factors have been found to contribute to the gradual development of a professional spirit among the student leaders. Among these factors the following may be listed: the asking of each student leader to make a life history analysis; the scheduled discussions of various problems indicated by the life history analysis; the

attempt on the part of the supervisor to emphasize the importance of student leadership responsibility in the work of the local church and in the development of the student leader; the studied appointment of the student leader to a leadership task with possibilities of growth; the planned visitation of the group led by the student leader; the making of objective records of group sessions; the analysis of stenographic reports and other objective records; the requiring of regular or stated reports from the student leader; the making of reports concerning the work of the student leader asked of the local church leadership; the individual and group conferences concerning numerous problems conducted by the supervisor. The employment of these means gradually led to a feeling of comradeship that was wholesome and that resulted in greater care taken in the carrying on of leadership activities.

A college supervisory program tends toward a practical use of its resources in materials and persons.--The college has certain resources in materials and persons which should be appropriately utilized by student leaders in order to make their work in the churches more effective. Then the churches also have resources which should be studied and made available for the use of the student leaders. These combined resources include professors, ministers, directors of religious education, departmental counselors, parents, libraries, literature exhibits, materials for handwork, equipment of various kinds. The supervisor is in a position to assist the student leaders in making the best possible use of these resources for the improvement of their leadership powers and ultimately the effectiveness of their work in the local churches. This study indicates that supervision sends the supervised to search out helpful source materials from whatever libraries are available, and to seek conferences

with persons who have valuable information in specialized fields, such as psychologists, sociologists, psychiatrists, professors in particular Biblical departments, ministers, directors of religious education, business men. Supervision helps the student leader to go to these resources for practical help on specific problems. The resources are approached with definite problems in mind, and whatever practical assistance is available is obtained.

Through supervision it is possible to establish a genuine spirit of comradeship in the teaching task.--The supervisory process provides a situation in which two persons, the student leader and the supervisor, work together at a given teaching task. The two come to understand each other. They observe the elements of strength and weakness in each other's personality and leadership abilities. They confer in analyzing the work being carried on. They note wherein it is succeeding and failing. They plan together to improve conditions which will tend toward better results. The successes and failures belong to each and to both. Greater confidence for dealing with problems that might be allowed to go unsolved is built up. The growth of this process establishes a spirit of comradeship which works wholesomely for the development of the student leader and the supervisor, as well as the members of the teaching group.

Through supervision it is possible to correct weaknesses in student leadership.--Like other leaders in the local churches student leaders have weaknesses. They are, of course, stronger in some respects than in others. Among the weaknesses noted in the student leaders in this study the following are exemplary: Lack of appreciation of the practical meaning of religion; lack of a workable philosophy of religion; misunderstanding as to objectives of religious education; indefinite philosophy of life;

too limited interpretation of religious education; lack of experience with given age-group; weak voice; lack of understanding of members of group; laziness; not prompt in keeping appointments with individuals and group; egotism; timidity; lack of confidence in one's leadership ability; difficult to cooperate with other leaders in the local church; failure to attend workers' conference regularly; a pessimistic attitude toward the work of the church; a tendency to give up in the face of a difficult situation; a feeling of inferiority in the presence of other leaders; failure to give sufficient time to the preparation of one's leadership work; inability to handle certain age-groups; lack of initiative; difficult to visualize task; lacking in ability to plan work over a period of time; lacking in ability to get things done, and done on time.

Is it possible for supervision to assist in the correction of such weaknesses? With the cooperation of the student leader it is quite possible. For example, the matter of a student leader talking to her group in such low tone of voice that all the members of her group could not hear her distinctly was revealed to the supervisor by stenographic reports of her class sessions. The supervisor and the student leader talked about this weakness. There was found no physiological difficulty which prevented her talking distinctly and in tones loud enough to be heard. The supervisor suggested that she give attention to talking loud enough for those on the back row in her classroom to hear, and to ask them to tell her when they were not hearing. It was further suggested that she take a college course in vocal expression, which should help her correct this difficulty. Later reports showed some improvement, and a year later a speech this student leader made to an assembly of some two hundred people was easily

heard and understood by the entire group.

Another illustration might be given to suggest the possibility of supervision helping to correct the difficulty. A certain student leader was found to be lacking in confidence in her own leadership ability. The supervisor could readily detect that she possessed real leadership ability, but that she was not performing as well as she could because of lack of confidence in herself. It was discovered that she was a good pianist. The supervisor suggested that she make use of this ability in the Senior department where she was a teacher. Her use of this ability served to give her somewhat more confidence in herself. She had not had experience in teaching Seniors. Regular conferences with the supervisor about the planning of her class work and the problems arising therein resulted in a better grasp of her work and in an increasing appreciation on the part of her group of girls of the work she was doing with them, which in turn encouraged her and was instrumental in establishing greater confidence. A year of progress in this direction brought her to the point where she eagerly responded to opportunities to make speeches and to enter into discussions of various kinds. Quite a noticeable improvement was witnessed by the supervisor in her ready response in college classes, whereas formerly she had been very hesitant to participate.

A lack of understanding of members of a given age group is often revealed by a student leader. This weakness was handled by the supervisor in a number of ways. Among the means that he found most useful were: a guided life history; a freely written life story; conferences with individual members of the group; conferences with other leaders and with parents; a study of books discussing the characteristics of the given group. One

student leader employed all of these means with profit in a group of twenty-eight boys and girls in a week-day class in religion in a junior high school.

Supervision is not a panacea for all the weaknesses of student leaders, but through the supervisory process it has been demonstrated to be possible to assist materially in the overcoming of many difficulties.

Through supervision it is possible to anticipate friction among leaders and to plan to avoid it.--Sometimes friction occurs between one student leader and another, or between a student leader and one or more of the local church leaders. Such friction may arise because of differences in personality or likeness in personality, because of disgusting habits of one or another, because of different opinions as to how joint work should be planned and carried on, because of love affairs, or because of any one or several of a number of things. By studying the student leaders and the types of situations in which they are working, it is possible for the supervisor to anticipate, in many instances, just where he may expect to find friction. When such points of difficulty have been located, the supervisor can make necessary shifts or face certain problems in advance of actual friction and avoid crashes that otherwise would most surely occur.

It is by no means easy for the supervisor to know just what to do when he sees just ahead friction on its way among the leaders with whom he is working. The supervisor had observed a case of jealousy between a student leader and a local church leader. Both were working in the Primary department. A conference with the student leader, another conference with the director of religious education, and some thinking on the part of the supervisor concerning the type of church and local workers sug-

gested to him that it would be best to find a leadership position in another department. In a short time the student leader was placed in the Junior department of the same church. After that, things worked along very nicely. Yet the supervisor was not sure that this was the best thing to do. It might have been a greater victory for the student leader to have faced the difficulty, given in at certain points, and achieved success in getting along with other leaders. On the other hand, it might not have worked out that way.

Through supervision it is possible to avoid many failures in student leadership.--In their leadership work student leaders fail because of one or more of a number of things, such as lack of interest in the particular type of work; absorbing interests in other things, such as academic work, athletics, courting; procrastination; lack of understanding and appreciation of given group; personality not suited to given task; lack of innermost interest in religious work; not punctual in keeping appointments; failure to give sufficient time and energy to leadership task. A program of supervision that deals individually with student leaders has the possibility of helping the student leaders to achieve success.

This study shows that it is possible through supervision to help a student leader to change apparent failure into a real success. For example, a certain student leader had been using, or trying to use, the discussion method with a group of twenty-five junior high school boys and girls in a week-day course in religious education. The student leader reported to the supervisor that things were not going very well. Several visits of the supervisor to study this group indicated to him that the wrong method was being used in this particular situation. After

a discussion of the whole situation with the leader, it was decided to make use of the story method, which succeeded in enlisting the interest and cooperation of the group, and served to encourage the leader in her work with the group.

This study reveals very little success in getting student leaders, who are not paid for their work, to become more punctual in keeping their appointments. It has been found that student leaders, who are customarily late to other engagements, show very little improvement under supervision in keeping their appointments at the church, such as arriving in sufficient time to lead a departmental worship service, or to teach a class, or to attend a workers' conference. A specified amount of remuneration for the service rendered, with the understanding that such remuneration will be withheld if the student leader fails to be prompt, has been found to be a strong stimulus to insure promptness. The privilege of working off scholarship hours through leadership activity in a local church helps somewhat to secure punctuality among student leaders, provided special notice is taken of irregularities in this regard. It seems from this study that talking with the student leader about the inherent value to the student leader and to the group of being prompt has little effect. The habit appears to be rooted so deeply that it is difficult to change and often requires a more drastic procedure.

Through supervision it is possible to stimulate student leaders to analyze and work toward the solution of their own problems.-- Student leaders have personal problems which affect them in their leadership work in the local church, such as condition of health, temperament, personal appearance, moodiness; they have problems of social adjustment with their own and the

opposite sex; they have leadership problems, such as securing a workable understanding of their groups and the churches in which they work, locating the best available materials for use with their groups, studying and deciding upon the best method or methods to be used.

How can supervision help in the task of getting student leaders to understand and to solve their problems satisfactorily? This study shows that it can make them conscious of the importance of locating their problems and of stating them definitely for the consideration of the supervisor and the student leaders. This has been demonstrated through the use of the life history analysis and the problem analysis, examples of both of which have been presented elsewhere in this study. Experience shows that student leaders are rarely conscious of the exact points of difficulty until they have had some very definite guided experience in locating and analyzing their problems. Supervision can render an important service at the point of causing student leaders to stop and to spend some time in thinking through their difficulties. Questions which the supervisor can ask serve to insure a more thorough consideration of the given problems. The cultivation of the habit of following a problem through until it is dealt with intelligently and satisfactorily bears a worthy fruitage in the development of student leadership.

Through supervision it is possible to obtain vital changes in the responses of pupils.--There are so many factors that affect the specific responses of pupils that it is difficult to ascertain exactly wherein supervision is a significant influence. It seems, however, that certain situations revealed in this study indicate that the most significant factor in making changes in particular responses of pupils is that of supervision. This is

not saying that other factors were eliminated, but that supervision seems to have stimulated the specific changes. For example, a group of early adolescents who were non-cooperative and somewhat sullen in their responses in a group discussion were brought under the guidance of the supervisor working through the teacher to a state of interest and cooperation that proved wholesome to the entire group. In another instance, an adolescent boy who had stopped going to the Sunday church school and who, according to his father, was against church schools in general, was led under the influence of a supervised student leader to become one of the most interested and active boys in the week-day church school group in the junior high school. In another case, the discipline in a particular group was affected by the supervisor by attending the sessions, noting the causes of disorder, discussing the matter with the leader, and relocating the group to secure better order. Where a supervisor and a student leader are working together in a close-up manner, it is not easy to indicate the direct influences of the supervisor upon the responses of the pupils, for the process is really one, so that a failure or success is shared by each and both.

The practice of supervision suggests the possibility of discovering the principles basic in effective supervision.--Upon what principles should the supervision of student leaders be based in order that it may be effective? It seems that this problem has not yet been satisfactorily solved. Are the principles basic in effective supervision of student leaders the same as those used effectively with public school and regular church school leaders? Wherein are they the same and wherein different?

This study suggests that certain ideas should be given consideration in the formal statement of basic principles in the

supervision of student leadership. It seems clear that the point of beginning in the process of supervising student leaders is where the individual leaders actually are, not where they might be expected to be within a year, not where the supervisor wants them to be, nor where their experience indicates that they should be. This means that the supervisory process must be capable of adaptation to the needs of individual leaders and groups they lead, and not become so generalized and standardized that it misses, or tends to miss, the specific issues. This idea arises out of the fact that in this study no two student leaders were at precisely the same place. The life history analyses, the analyses of problems, the individual and group conferences, and the actual work with groups, all revealed differences in abilities, past experiences, and visualization of tasks. It was obviously necessary to deal with each leader individually more largely than in a group. When the supervisory process seeks to ascertain where the individual leaders are and plans are made accordingly, it is easier for the student leader to become acquainted with the task and to begin to make improvement.

This study indicates that the supervision of student leaders is a cooperative matter. There are so many persons and groups affected by the supervisory process that it is not practicable to attempt a supervisory program without the cooperation of certain persons, such as the minister of the local church, the director of religious education, the general superintendent, the departmental superintendent, professors in the college or seminary, and the student leaders themselves. All of these are in positions where they can render definite contributions to the supervisory process. The head supervisor serves as a sort of coordinating unit in the entire process.

It is suggested by this study that the supervisor should keep in mind the changeableness of teaching and learning conditions. It has been discovered that conditions either favorable or unfavorable for teaching and learning do not necessarily remain so. They have been found to change very materially in a relatively short period. Sometimes the changing of leaders, or the shifting of the location of a department or class, or the introduction of a different method, or the revision of a worship program, will make considerable change in the conditions of learning. These things have been notably true in this study.

It is suggested by this study that the supervisory process should seek to be creative. It deals with latent talents and potential abilities. The task of the supervisor is to discover and to assist these talents and abilities toward the best possible expression in constructive activities. This is a sort of creative task.

This study suggests that the supervisory process should be constantly improving itself. The supervision of student leaders has by no means reached a state of perfection, and perhaps it never should. There is much room for improvement all along the line. There are many problems yet to be studied and solved, which fact is indicated by the listing of problems in another chapter of this study.

It seems that the supervision of student leaders should be internal rather than external, at least dominantly internal. It should grow up within the given situation rather than be injected from the outside. It appears to be more effective for the supervisor to stimulate the leader to discover for himself the major elements of strength or weakness in his procedure and to devise means for the improvement of the conditions than to

suggest pointedly that certain things are wrong and should be corrected. In other words, the self-analysis by the leader appears to be of much greater value as a stimulus to growth than the acknowledgement of any number of shortcomings, once they have been pointed out by another person, such as the supervisor. In this study the supervisor tried both procedures, and found the former more satisfactory.

It should be noted that the several paragraphs immediately preceding present ideas that could be taken into consideration in the formulation of definite principles for the supervision of student leaders. They do not constitute a statement of the principles, but are only meant to be suggestive in that direction.

The practice of supervision throws light upon the value of certain procedures in dealing with student leaders and churches. The following paragraphs present some conclusions as to procedures in dealing with churches and student leaders in supervisory relationships. These conclusions arise out of a three years' study of the supervision of student leaders.

A written agreement between the college and the churches is of value in clarifying relationships. Especially is this true when there are three or more student leaders working in a given church. In this study written agreements were used in some relations and not used in others. On the whole, however, it seems best to have some sort of written understanding, for it was found to serve in clarifying relationships, in providing a definite basis for work, in preventing possible misunderstandings, and in putting the supervisory work on a more dignified basis.

A definite study of the cooperating churches and of the prospective student leaders provides information for intelli-

gent appointment of student leaders. The supervisor can profitably spend considerable time in these two types of study. He should have conferences with the church leadership, should study the programs and equipment of the churches, and should obtain as much information as possible about the probable leadership positions which will be open to student leaders. Furthermore, he should secure as much information as he can about the students who desire leadership positions, including specific information as to their individual training, leadership experience, special abilities, and the types of positions desired. A careful study of this sort will help to insure a more satisfactory placement of students in positions of leadership. Too much depends upon the results to place students too hastily or without the proper study of them.

A clear understanding as to his functions helps the supervisor to work more efficiently. A concisely formulated statement as to the supervisor's relationships, his field of activity, and his functions, serves to prevent misunderstandings on the part of those concerned. When a program of supervision is being initiated in an institution it does not always seem practicable to have the supervisor's functions clearly formulated and defined, and yet perhaps it is never any more needed than at that particular time.

A separate office for the supervisor is an asset to the supervisory process. Without an office, the supervisor's work tends to be scattered, decentralized, and irregular. With an office, a regular conference schedule can be maintained, record files can be kept constantly at hand, and books, charts, maps, and other materials can be more effectively used with student leaders and others. Furthermore, the having of an office emphasizes the importance of the supervisor's task. These statements

are made upon the basis of the supervisor's experience over a period of three years--one year without an office, and two years with an office.

A detailed record of the supervisor's work serves to insure greater efficiency and permanency. It requires much time to keep a detailed record, but it seems to be time well spent, both from the angle of making the supervisor more efficient and his activities of more permanent value. Each supervisor should work out his own scheme for the keeping of records which he considers most significant. It appears that no supervisor can tell another exactly how to proceed in making his records, but he can indicate to him what his experience has been. During this study the supervisor found it helpful to keep a sort of case record of the work of each student leader in relation to the supervisor, including personal information, reports of conferences, observations, and an evaluation of the work done by the student leader.

The reservation of definite amounts of time of professors for the use of student leaders is helpful to the supervisory program. At times the best service that a supervisor can render is to suggest to a student leader that he confer with a certain professor who can give him particular assistance on the problem at hand. This involves the difficulty of securing a portion of time out of that particular professor's schedule. Although personal conferences usually produce greater benefit to the individual student leader, they constitute a rather heavy drain on the professor's time. Group conferences definitely scheduled and in which various professors share their experiences with the students are helpful also, and do not take so much time.

The financial remuneration of student leaders helps to secure more of the student's time for leadership activities. It

seems that most students of religion must earn a part or all of their living expenses while they are in college, and if they have to spend time and energy earning a living, apart from this responsibility of religious leadership, there is little time for regular academic studies and a student's health is endangered. If they can receive reasonable remuneration, either through scholarships, fellowships, special grants, or through salaries or gifts of the churches in which they are working, then they will be in a better position to produce satisfactory results. A fair financial remuneration, provided either by the college or the church, enables the student leader to devote more of his time and energy to his leadership activities than otherwise might be possible; it enables the church to use more of his time than it could normally expect to use if he were a volunteer worker; it enables the supervisor to be freer in asking the student leader to make reports on his activities and in using time for conferences; and, furthermore, it puts the whole task on a more responsible basis.

Only a few student leaders can be satisfactorily supervised by a given supervisor. Perhaps the exact number cannot be definitely stated, for it depends upon so many factors, among which are the ability of the supervisor, the amount of time available, the types of student leaders, and the existing conditions in the churches. A supervisor may exercise general oversight of a relatively large number, but experience demonstrates that he can supervise only a few in specific detail. It is becoming increasingly clear in college and university circles that both a general and specialized supervisors are needed to carry on a satisfactory supervisory program. The general supervisor can administer the necessary machinery of supervision, such as the

making of contacts with churches, the appointment of students to positions of leadership, and the setting up of the machinery for specific supervision. The specialized supervisors then assume the task of the specific supervision of particular activities and programs and age-groups. In some graduate institutions there are students whose experience in certain phases of religious education justifies their appointment as specialized supervisors to work in conjunction with the general supervisor. Students studying in graduate courses in the supervision of religious education, where their experience warrants it, may render invaluable service in definite pieces of supervision.

The limitations in supervising student leaders should be faced.--A study of the supervisory process should reveal whatever limitations have been discovered. An understanding and frank facing of the limitations should be helpful in improving the supervisory process among student leaders.

The element of time limits the effectiveness of the supervisory program.--This study indicates that it takes time, and plenty of it, to carry on a program of supervision among student leaders. A review of the supervisor's date book for a college year shows that he used approximately four afternoons per week, in addition to scattered morning periods, and in addition to the time on Sundays used in observations, in having conferences with student leaders, which conferences lasted from fifteen minutes to two hours each. This schedule, which appears rather heavy for the supervisor who also carried the load of a professor, did not provide as much time as could have been profitably used in dealing effectively with some dozen student leaders. The entire time of the supervisor could have been used, and it seems that it would not have been wasted.

The amount of time required for effective supervision raises a genuine problem for college, seminary, and university administrators and executives. Can a sufficient amount of time be devoted to this type of work? Is it practicable for the institution to devote the entire time, or a major share of it, of one professor to the supervision of student leaders? Should specialized supervisors be provided in addition to the general supervisor? Do the results warrant the expenditure of this amount of time? These are questions which naturally arise, and which challenge solution, if the student leaders in the academic institutions are to have greater opportunity to grow under guidance. What will the institutions do about this situation?

Another significant factor is the limited time available for the religious teaching operation in the local church. Student leaders find that the formal teaching period on Sunday morning is insufficient to deal with the vital problems of the members of their groups. Within the usual thirty minute period they can lecture, talk about the lesson, carry on a bit of conversation, or lead a brief discussion, but when it comes to facing adequately living issues and giving helpful guidance in grappling with pertinent problems they find the time available very meager. What will the churches do about this situation?

The element of cost is a limiting factor in effective supervision.--The limitation of financial cost is associated with cost in time. The provision of sufficient time on the part of the supervisory personnel involves finances. If the time of one worker or professor is to be devoted in whole or in part to the program of supervision, it means money. Furthermore, money is needed in many instances to secure adequate equipment in the form of books, materials, and supplies of various kinds, which

can be profitably used by the supervisor in his dealings with student leaders and churches. Then, if student leaders are to receive financial remuneration in some form, another element of cost is introduced. Can the college meet the cost in money? If it can, will it do so?

While the limitation of cost in time and money might seem to some institutions to be insurmountable, and while an adequate supervisory program must face up to the matter of paying the price in time and money, this study shows that a supervisory program can be carried on without the raising of this problem in administrative and executive circles. In one of the institutions, although not in the other, where a part of this study was made, the task of supervision was carried on in addition to the regular responsibilities of teaching and without additional cost to the college, either from the standpoint of salary or materials. This procedure, however, is not recommended, but is suggestive of what is possible in institutions where finances are not so readily available for the development of student leaders as for certain other purposes.

The scarcity of trained supervisors militates against the best results in supervision.--Supervision has come to be a specialized function in the field of religious education. This is evidenced by the growing literature in the field of supervision as distinguished from organization, administration, and teaching. A good organizer is not necessarily a good teacher, nor is a good administrator necessarily a good supervisor. It follows also that a good supervisor may not necessarily be a good organizer or administrator or teacher. Since the emphasis upon supervision in religious education is relatively recent, not so many trained supervisors have been developed, even by graduate insti-

tutions. It seems that graduate courses in the field of supervision will in time serve to provide an increasing number of trained supervisors. As yet the problem that faces the institution that would provide supervisory leadership is this: Can it provide an adequately trained and experienced supervisor or supervisory staff?

Conditions in the local church limit the effectiveness of supervision.--Student leaders and supervisors often face local customs in doing things which work against new or different ways; a lack of understanding as to the general and specific objectives of religious education; vagueness in religious beliefs; programs organization centered; attitudes which reveal satisfaction with things as they are; unbusinesslike ways of conducting meetings and selecting leaders; an unwillingness to give adequate time and energy for the development of worth while programs; a local leadership that is non-progressive; equipment that is unsatisfactory, and other conditions which could be mentioned. An effective program of supervision begins with conditions as they are and seeks to make improvements, but the program is sometimes severely handicapped by the local conditions.

Summary.--Supervisory practice reveals certain possibilities and limitations in the supervisory process. Through supervision it is possible (1) to develop a professional spirit among the supervised; (2) to establish a spirit of comradeship in the teaching task; (3) to anticipate friction among leaders and plan to avoid it; (4) to avoid many failures in leadership; (5) to stimulate student leaders to analyze and work toward solutions of their problems; (6) to obtain vital changes in pupil responses; (7) to discover principles basic in effective supervision; and (8) to throw light upon the value of procedures in dealing with

leaders and churches. Factors that limit the effectiveness of the supervisory process are: (1) insufficient time; (2) inadequate finances available; (3) scarcity of trained and experienced supervisors; and (4) conditions in the local church.

CHAPTER VI

THIS STUDY SUGGESTS RELATED PROBLEMS WHICH NEED FURTHER INVESTIGATION

One value to be derived from the study of a particular problem is that it reveals the presence of a number of related or marginal problems. In the process of discovering the values in supervising student leaders a number of specific problems appeared. In this chapter an attempt is made to outline some of the more fundamental of the marginal problems.

These problems have arisen out of the experience of the supervisor in dealing with student leaders. They are presented and discussed briefly with the hope that professors and students, individually and in groups, will undertake the solution of some of these problems through careful research and experimentation. The program of student leader supervision will benefit by such undertakings.

Meaning of religion.--The practical meaning of religion is not always clear to the student leader. Supervision aims to help student leaders to become vitally religious themselves and to lead others in that direction. How can this best be done? What means can be employed by the supervisor to accomplish this goal? What definite contributions do the following make to the vitalizing of religion in the student leader: the home environment; life in the dormitory; work in the college classroom; association with professors; association with students; leadership work in the local church; social life in the college community? Definitely planned research along these lines would be of

suggestive value to the supervisor in his dealings with student leaders.

Objectives and special goals in religious education.--One of the weaknesses noted among student leaders is that they do not have a very clear conception of what religious education is and what the general and specific objectives are. This is especially true of the more inexperienced ones. If they have studied somewhat in the field of religious education, they can often state in abstract terms what the general goals are, but these stated conceptions do not so often work themselves out into actual practice. How can student leaders be helped to become conscious of worth while objectives in religious education, and how can they be led to plan their leadership activities so as to realize these goals, at least in some measure? An illuminating study might be that of having a group of student leaders to make a careful study of the general and specific objectives which are revealed by the work as it is being carried on in the churches where they are serving. This could be done by the use of the interview technique, obtaining information from leaders, pupils, and parents. It could also be done through an observation of the various activities which the local church carries on. Another procedure might be that of canvassing the literature to make a list of the general and specific objectives as suggested by the writers, and of taking this list as a sort of standard by which the work of the local church could be measured. Such studies would be of value to the church as well as to the student leaders.

Type of supervisory program.--Which type of supervisory program is preferable--that which tells the student leader in a direct manner what to do in specific instances of difficulty or

that which stimulates him to discover for himself what should be done? What are the values in each procedure? Which procedure provides the better learning-teaching process? Under which type of program does the student leader experience more significant development? The concentration upon ten student leaders for an experimental study should produce illuminating suggestions. One-half of the group should be handled under one type of supervisory program and the other half under the opposite.

Motivation of Christian personality.--Supervision seeks to bring about the development of Christian personality both in the supervised and in the members of the learning group. What are the best means to be employed as motivating factors? In what ways can Christian personality best be motivated? What are the relative values of using the motive of fear and love? What are the comparative values of awards, prizes, contests, and the intrinsic worth of the thing itself? Studies revealing the values of various possible motivating factors would be helpful to the whole supervisory process.

Pupil progress in Christian living.--Supervision seeks to improve the learning-teaching process. This improvement should be evidenced in the progress the pupils are making in Christian living. Do pupils make greater or less progress in Christian living when they are taught by supervised student leaders rather than by unsupervised local church leaders? Or do pupils make greater or less progress in Christian living when they are taught by supervised student leaders rather than by unsupervised student leaders? There are so many factors involved in such a study that it is very difficult to trace changes in living to the effect of the supervisory process. Some light, however, could be thrown upon this problem by carefully planned experimental case studies.

Methods for developing student leaders.--The comparative values of various methods of preparing student leaders for their work have not been sufficiently studied. Is one method better than another? If so, how much better is it? In what ways is it better? A very helpful study would be that of discovering the comparative values of two or more of the following methods: the regular academic courses; the community training school; the local leadership training class or school; informal discussion conferences; a guided reading course; supervision in a laboratory school of religion; supervision in a local church; group conferences of student leaders and supervisor; personal conferences of student leaders with supervisor; demonstration teaching; direct observation of various types of leadership activities in the local church.

Measuring devices.--To carry on an effective supervisory program it is important to have and to make use of various means and instruments to indicate just how effective the program is. To improve the supervisory process itself it is essential to know wherein it is strong and wherein weak. There is constant need for the improvement of the measuring instruments themselves. Supervision calls for instruments to secure specific information as to the background of the leader; to measure the amount of time devoted to leadership work; to analyze worship services, class sessions, and group meetings of various kinds; to report regularly concerning the work carried on; to present problems being faced; to indicate the progress being made by the student leader in his own leadership growth; to measure the personality development of the members of the learning group; to measure the effectiveness of the supervisory process as a whole. Tests, rating scales, check-lists, analytic schedules, score cards,

descriptive records, and other measuring devices have been constructed. While they have certain values, it seems that no one of them is entirely satisfactory. Further research and experimentation should be carried on to provide in time still better measuring instruments.

Remuneration of student leaders.--The problem of paying student leaders has not been sufficiently studied. What are the values to be derived from paying them reasonably for their services? Does remuneration, either in the form of cash, or a scholarship, or a meal ticket, or room rent, insure more satisfactory service from student leaders, and does it motivate better leadership development on their part? A carefully planned and executed experimental study of as many as ten student leaders, five of whom receive pay and five of whom do not, would undoubtedly prove of value in answering this question.

Conservation of supervisory gains.--It appears that certain values accrue from the supervisory process. If supervision benefits the supervised and the members of the learning group, how can the gains be conserved so as to be of significance in the future? How can the values derived from a supervised student leader's experience be utilized in his further growth when supervision is removed? How can the effects of supervision upon the learning group be capitalized so as to contribute something of significance to future development? There is room for some valuable research in this sphere.

Summary.--This chapter suggests the need of further research and experimentation in the following realms: (1) the meaning of religion; (2) objectives and special goals in religious education; (3) type of supervisory program; (4) motivation of Christian personality; (5) pupil progress in Christian living;

(6) methods for developing student leaders; (7) measuring devices; (8) remuneration of student leaders, and (9) conservation of supervisory gains.

APPENDIX I
LIFE HISTORY ANALYSIS

I. General Data

1. Name in full _____
2. Place of birth _____ Age _____
3. Class in college _____ Major _____
4. What is your life purpose? _____

5. Why have you come to this college? _____

6. What do you expect to gain by your experience in this college? _____

II. Family

1. Father: Age if living _____ Age at time of death _____
Member of what church? _____
Occupation _____ Health _____
2. Mother: Age if living _____ Age at time of death _____
Member of what church? _____
Occupation _____ Health _____
3. How many children are there in your family? _____
Give names and ages in order _____

III. Community

1. Check the type of your home community: urban ____ ru-
ral ____ industrial ____ commercial ____ agricultural ____
2. What is the principal occupation of your home community?

3. How long have you lived in your present home community?

4. To what community clubs, groups, or organizations did
you belong? _____

5. What persons in your home community have significantly
influenced your life? Describe briefly their influences.

6. Outline the strong points of your home community _____

7. Outline the weak points of your home community _____

8. Name other communities in which you have lived, giving
your age at the time you lived in each _____

IV. Physical Health

1. Check the condition of your health during childhood:
Good ____ Fair ____ Poor ____

2. Check the condition of your health at present:

Good _____ Fair _____ Poor _____

3. What diseases have you had, injuries suffered, or operations undergone? In each case, give age at time and after-effects. _____

4. Results of physical examination: (To be supplied by college physician.) _____

5. Name and address of family physician _____

6. Outline your physical health problems _____

V. Mental Health

1. Check the type or types of schools you have attended:

Public _____ Private _____ Parochial _____ State University _____
Denominational College _____ Normal School _____

2. Check your grades in elementary school: Excellent _____

Good _____ Fair _____ Poor _____

3. Check your grades in high school: Excellent _____ Good _____

Fair _____ Poor _____

4. Check your grades in college: Excellent _____ Good _____

Fair _____ Poor _____

5. Were you promoted from grade to grade regularly _____

irregularly _____? If irregularly, please state the reason _____

6. State briefly the things which you liked about your school experience _____

7. State briefly the things which you disliked about your school experience _____

8. Name your five favorite books _____

9. What magazines do you read? _____

10. What do you do during your leisure time? _____

11. What are your dominant interests? _____

12. Outline your chief intellectual problems _____

13. Do you have any financial worries? If so, describe them.

14. What intellectual ambitions do you have? _____

VI. Social Health

1. Describe briefly three of your best friends _____

2. What types of social activities do you like? Why? _____

3. Are you married _____ or single? _____

4. What problems do you have in getting along with people?

5. What improvement have you noticed in your ability to adjust yourself to other people? _____

- _____
- _____
- _____
6. How calm and deliberate are you in the face of difficult problems? _____
- _____
7. What unsolved social adjustment problems do you now have? _____
- _____
- _____
- _____
- _____

VII. Religious Health

1. Of what church are you now a member? _____
- _____
2. What church did you originally join? _____
- At what age? _____
3. Check the method by which you entered the church: Revival _____ Decision Day _____ Regular Church Service _____
- Other _____
4. Do you attend church regularly _____ or irregularly? _____
5. Do you attend church school regularly _____ or irregularly? _____
6. Do you read religious literature regularly _____ or irregularly? _____
7. Do you engage in personal devotion regularly _____ or irregularly? _____

8. Has your religious growth been of the sudden conversion type ____ or a gradual growth process? ____
9. Name the positions of leadership which you have occupied in the church. _____

10. What positions of leadership do you now occupy? _____

11. State very frankly what you consider the strong points in your leadership ability. _____

12. State very frankly what you consider the weak points in your leadership ability. _____

13. Check each of the following in which you have had experience: Preaching ____ Serving as director of religious education ____ Doing evangelistic work ____ Teaching in the Sunday church school ____ Vacation church school ____ Week-day church school ____ Leading singing ____ Playing

a musical instrument _____ Serving as an officer of the
Sunday church school _____ Serving as an officer of a Sun-
day church school department or class _____ Serving as an
officer of a missionary club or circle _____ Serving as a
Boy Scout or Girl Scout leader _____ Serving as a leader
in a Christian Endeavor Society _____ Other positions _____

14. What leadership ambitions do you have for yourself? _____

15. Outline your chief leadership problems. _____

16. With what religious problems are you now having personal
difficulty? _____

17. What are you doing toward the solution of these problems?

4. What are your dominant fears? _____

5. What are your chief convictions? _____

6. What are the things which give you the greatest joy in life? _____

7. Additional remarks _____

APPENDIX II

Name _____

HOW I SPEND MY TIME

INSTRUCTIONS: This schedule gives you opportunity to indicate how you spend your time during each day of a week. Read over the list of activities enumerated below. As you go through the day put the number of the item opposite the time indicated showing what you did during that period. Several numbers indicating several activities will likely appear at various times during the day. Where several numbers occur opposite one period of time, please put a comma or a dash between the numbers.

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Arguing 2. Attending game 3. Auto riding 4. Breakfast 5. Caring for children 6. Chapel 7. Church service 8. Church school service 9. Class 10. Cleaning room or house 11. Committee meeting or conference 12. Dancing 13. Date with friend 14. Dinner 15. Exercise 16. Filling out this schedule 17. Firing furnace 18. Funeral 19. Gymnasium 20. Hobby 21. Loafing 22. Lunch 23. Movie, concert, play 24. On way to or from school 25. Participating in game 26. Party, tea, dinner 27. Pastoral calling 28. Personal or group devotions 29. Playing cards 30. Practicing for play or pageant | <ol style="list-style-type: none"> 31. Practicing music or taking , music lesson 32. Preparation for meal 33. Preparation for work at church 34. Reading 35. Resting 36. Sewing 37. Shopping 38. Sleeping 39. Social visit 40. Sorority or fraternity meeting 41. Study at home 42. Study in library 43. Teaching during week-day 44. Time going to church 45. Washing, dressing, etc. 46. Washing and ironing 47. Wedding 48. Working for pay 49. Working for scholarship 50. Writing personal letters 51. Young People's meeting 52. Having picture taken 53. Bull session 54. Listening to radio 55. _____ 56. _____ 57. _____ 58. _____ 59. _____ 60. _____ |
|--|---|

HOW I SPEND MY TIME

Hour	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
A.M. :	:	:	:	:	:	:	:
6:00 :	:	:	:	:	:	:	:
6:30 :	:	:	:	:	:	:	:
7:00 :	:	:	:	:	:	:	:
7:30 :	:	:	:	:	:	:	:
8:00 :	:	:	:	:	:	:	:
8:30 :	:	:	:	:	:	:	:
9:00 :	:	:	:	:	:	:	:
9:30 :	:	:	:	:	:	:	:
10:00 :	:	:	:	:	:	:	:
10:30 :	:	:	:	:	:	:	:
11:00 :	:	:	:	:	:	:	:
11:30 :	:	:	:	:	:	:	:
12:00 :	:	:	:	:	:	:	:
12:30 :	:	:	:	:	:	:	:
P.M. :	:	:	:	:	:	:	:
1:00 :	:	:	:	:	:	:	:
1:30 :	:	:	:	:	:	:	:
2:00 :	:	:	:	:	:	:	:
2:30 :	:	:	:	:	:	:	:
3:00 :	:	:	:	:	:	:	:
3:30 :	:	:	:	:	:	:	:
4:00 :	:	:	:	:	:	:	:
4:30 :	:	:	:	:	:	:	:
5:00 :	:	:	:	:	:	:	:
5:30 :	:	:	:	:	:	:	:
6:00 :	:	:	:	:	:	:	:
6:30 :	:	:	:	:	:	:	:
7:00 :	:	:	:	:	:	:	:
7:30 :	:	:	:	:	:	:	:
8:00 :	:	:	:	:	:	:	:
8:30 :	:	:	:	:	:	:	:
9:00 :	:	:	:	:	:	:	:
9:30 :	:	:	:	:	:	:	:
10:00 :	:	:	:	:	:	:	:
10:30 :	:	:	:	:	:	:	:
11:00 :	:	:	:	:	:	:	:
11:30 :	:	:	:	:	:	:	:
12:00 :	:	:	:	:	:	:	:

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